

New Matrix

Upper-Intermediate



Teacher's Book

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OXFORD

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New Matrix Upper-Intermediate

Target learners

New Matrix Upper-Intermediate prepares secondary school learners for their school-leaving examinations. It is a flexible course which can be completed in one school year by groups studying on either a regular programme of 3–4 hours of English per week or an extended programme of 5–6 hours per week.

Course components

New Matrix comprises:

- Student's Book
- Workbook
- Teacher's Book
- Course Tests
- Two Class Cassettes / CDs

Student's Book

In *New Matrix* there are ten theme-related units. A typical unit in the student's book consists of the following:

- Reading
- Grammar
- Listening and speaking
- Writing
- Let's practise grammar
- Let's practise skills
- Word focus
- Culture focus or Reading for pleasure

Let's revise pages feature after every second unit.

There is a **Grammar reference** on pages 134–140. This is cross-referenced throughout to the relevant units.

The **Wordlist** is on pages 142–151. It contains vocabulary activated in the units. Each word appears with its phonetic transcription, its classification as a part of speech and a full definition supported, if necessary, by an example of the word in use. It also gives details of plurals, comparatives and opposites.

Workbook

This revises, practises and extends from the Student's Book:

- the vocabulary and language focus of each unit
- reading skills
- functional language exercises
- writing skills
- exam training

Teacher's Book

The Teacher's Book includes:

- Student's Book contents list
- keys to all exercises in the Student's Book
- transcripts of all recordings
- Workbook key

- detailed suggestions on how to approach the Student's Book activities
- optional activities and revision ideas
- Culture notes and Language notes on the exercises
- photocopiable materials

Course Tests

There are ten *New Matrix* Course Tests, and two Progress Tests – one after Unit 5, and the other after Unit 10.

Rationale

New Matrix allows students to develop their skills and language both for exams and for use in life.

Language presentation and practice explore commonly confused structures and tenses. The contrasting of problem areas allows students to reflect on their understanding of English and to see it fall into place.

The units are theme-related and within each section the topic is looked at from a different angle. This variety ensures that all students will be able to find an aspect of the topic which is engaging and motivating.

Flexibility

New Matrix has been structured to ensure it works equally well for mixed-ability groups taking extended language programmes (5–6 hours a week) or regular programmes (3–4 hours). Teachers can tailor the course to their students' needs:

- **Let's practise grammar, Let's practise skills, Let's revise and Word focus** can be set for homework (regular programme) or used in class (extended programme). In mixed-ability groups, these exercises can be done in the lesson by fast finishers.
- **Culture focus** can be used as a basis for projects (extended programme).
- **Reading for pleasure** can be used in class or at home.
- **Optional activities** in the Teacher's Book can be used for fast finishers or to provide extra practice.

Methodology

All skills and language work in *New Matrix* is presented within clear, meaningful contexts which will help the students to understand the language.

Both the Student's and Teacher's Books suggest **Warm-up** activities. These preparatory activities are important because they activate and allow the teacher to assess the students' existing knowledge of the topic and engage them in the language learning process.

The classroom management suggestions for individual, pair and group work bring variety to the lessons, which will encourage motivation and concentration and will cater for a range of learning styles.

Time to talk!, **Soundbites**, **Quick fillers** and **Optional activities** are 'floating' activities, which can be used at any point to change the pace and focus of the lesson or to provide a bridge between activities.

New Matrix provides a range of follow-up and revision activities in the Student's and Teacher's Books which help students to remember and activate what they have learned. It is important that students take an active part in such activities if they are to benefit from the process of recycling and consolidation.

Exam tasks and training

New Matrix develops the four main skills within an exam context. **Exam training** boxes feature throughout the Student's Book, offering students advice on how to approach particular exam tasks. The **Exam training** boxes are always directly linked to a task students are about to do themselves. The practical advice helps students develop both study skills and examination techniques. The boxes offer advice on the following:

Reading

True / false questions, skim reading, scanning, multiple-choice questions, matching information, matching headings

Listening

True / false questions, identifying statements, note-taking, multiple matching, completing sentences, ordering information

Writing

Presenting data, avoiding repetition, making writing more interesting, timing writing, writing for a specific audience, including all the necessary information, looking at both sides of an argument, writing effectively by planning well, choosing key information

Speaking

Role plays, giving a presentation, using fillers

Reading

In *New Matrix*, students read a variety of texts including articles of general and scientific interest, reports, literary extracts, and short stories. Students develop reading skills such as skim reading, scanning, and anticipating content, so that they handle different types of reading texts confidently. The **Reading** section covers all the exam reading task types: inserting missing sentences, multiple choice and true / false questions, and matching information.

Vocabulary work

Each **Reading** section contains extensive vocabulary work based on the reading text input. Exercises focus on the meanings and usage of adjectives, adverbs, nouns, collocations, prepositions and phrasal verbs. Further practice is offered by the relevant exercises in the **Word focus** sections.

New Matrix vocabulary exercises are designed to be used immediately after reading the main text. By using the words straight away in contexts that support the meaning, students' knowledge of the new item is reinforced without delay. To help students retain vocabulary, teachers should encourage them to use the words in sentences of their own and to record the words in a vocabulary notebook. Teachers can also devise a quick vocabulary test at the beginning of the next lesson to see how many words students have remembered.

Special features

Time to talk!

The ideas in these boxes are a stimulating way of encouraging students to react to the text by expressing their own ideas and opinions, and are excellent preparation for oral exam tasks. The statements in the box are often contradictory and students are asked which they agree or disagree with and why; thus skills such as negotiating, and presenting and justifying opinions are practised.

Time to talk! is a 'floating' activity: it can be used at any point in the lesson where an oral activity is appropriate. It is highly effective if done in pairs or small groups and the results compared with the rest of the class at the end of the discussion.

Grammar

The **Grammar** sections present and practise grammar in clear contexts. The structures are presented through either a short reading or listening text in which the grammar is used naturally. The **Grammar check** boxes allow for inductive teaching. There are also a wide range of exercises from those providing controlled deductive practice to those which provide freer practice. Teachers can work through the exercises as appropriate, depending on the level of the class and time available.

Let's activate!

This activity is designed to ensure that students make active use of the grammar they have studied in the preceding section. The emphasis is on oral work, although there is also scope for further written practice.

These activities are for pairs or small groups and can be done in the following lesson as a revision exercise.

Listening and speaking

Oral and aural work has a high profile in *New Matrix*, with integrated exercises in all sections. The **Listening and speaking** sections provide intensive focus on these skills.

Listening skills

Students listen to a range of different recorded texts, including radio announcements, talks, telephone conversations, interviews, and recorded messages.

The tasks practise listening for both specific and general information, as well as a wide range of exam listening tasks, including note-taking, multiple-choice questions, matching, and identifying true/false statements. **Exam training** boxes give students advice on how to approach these tasks.

Pronunciation

Students are encouraged to develop better pronunciation through tasks such as identifying individual sounds, word stress, and matching sounds to spelling.

Special features

Soundbites

At the end of the Listening and speaking sections in Units 2, 5 and 10 there is a song with general questions for students to answer. The words of the song are related to the theme of the section and students are invited to react to the words and express an opinion about them. It is important that students do not feel they have to analyse every word of the song to be able to understand its message. The focus of **Soundbites** is the overall message of the song and how students react to it, rather than an exercise in comprehension.

Speaking skills

The exercises in this part of the unit are designed to develop oral fluency and confidence. The theme of the section is extended and students are encouraged to develop fluency by taking part in activities such as describing photos, role play, discussions, problem-solving activities, debates, simulations. The **Exam training** boxes give students advice on approaching some of these speaking tasks in exams.

Speaking practice is of particular importance in monolingual groups where students have few opportunities to use the language outside the lesson. One way of developing a culture of target language use in lessons is to use pair or group work and insist that, whenever possible, only English is spoken. During group or pair work the teacher can monitor by walking round the classroom listening to the students. Individual help can be given and general problems can be identified and dealt with after the activity. Teachers should encourage their students to use the vocabulary in the **dialogue boxes** to expand their repertoire of useful phrases.

Special features

Dialogue boxes

These boxes provide examples of useful phrases and everyday expressions which students can use to improve their fluency and confidence in English. Students are frequently referred back to these boxes so that they have the opportunity to practise and activate the language.

Writing

The aim of this section is to build up students' writing skills and make them aware of different styles and registers they may need to use. Students work with models and build progressively towards completing a task before checking their own work.

The **Writing** section covers a wide variety of exam writing task types, including messages, letters, and compositions.

Special features

Steps to better writing

These activities lead students into the main writing task by focusing on relevant grammar and vocabulary. It is important to spend some time studying the sample written texts so that students have a clear idea of what they are expected to produce. The writing task could be set for homework or done in class. In some units there are ideas for group writing. Students can use the **Checking** ideas to help them read through their work with a more critical eye.

Let's practise grammar

This section revises and extends what students have learned in the **Grammar** sections of the unit and can be used for:

- additional classroom practice for extended programmes
- homework for students studying for fewer hours a week
- exercises for fast finishers.

Let's practise skills

This section revises and extends what students have learned in the **Reading, Listening and speaking** and **Writing** sections of the unit and can be used for:

- additional classroom practice for extended programmes
- homework for students studying for fewer hours a week
- exercises for fast finishers.

Word focus

These pages provide additional practice and extension work on vocabulary featured in the units. These activities can be used either in class or set as homework. In mixed ability classes they can also be done by fast finishers.

Culture focus

These pages provide information on an aspect of life in an English-speaking country. The information is given in the form of either one long or a number of shorter tasks. Activities give students the opportunity to make cross-cultural comparisons with their own country.

Reading for pleasure

These pages provide students with the opportunity to read texts of different styles and genres: extracts from short stories, novels, and a poem. The texts can be used either as outside class reading or as class activities. They are recorded and are accompanied by exercises checking students' understanding. There are also opportunities for students to react to the text in the *Your reactions* section.

Let's revise

These sections appear after every two units. They revise material learned in the previous two units. Teachers can use them as a progress check for homework, or in class as extra revision activities.

Contents

Unit	Reading and Vocabulary	Grammar	Listening and Speaking
1 Powerful images Page 4	Natural images Exam training: Skim reading V: The natural world, Evolution Suffixes and prefixes R: Matching headlines 4	Present perfect simple and past simple; Present perfect simple and continuous; Present perfect with <i>when, if, until</i> 6	L: Photographic images – a talk Yes/no statements Exam training: Note taking P: Word stress S: Role play – jobs Stimulus-based discussion – image 8
2 Natural reactions Page 16	Happiness Exam training: Matching V: Expressing feelings Words that go together R: Matching summaries 16	Gerunds and infinitives 18	L: Different worlds – personal experience Exam training: Ordering information Exam training: True or false questions S: Discussion Stimulus-based discussion – globalisation Song: One vision 20
Let's revise Page 28	Units 1 and 2		
3 A helping hand Page 30	The natural world Exam training: True or false questions V: Captivity and freedom R: True or false questions 30	Habits 32	L: Rescue – radio programme Expressions P: Weak form words Exam training: Multiple choice questions Exam training: Giving a presentation S: Problem-solving, Role play Giving a short presentation 34
4 Media matters Page 42	The trouble with TV Exam training: Multiple choice questions V: TV and radio R: Multiple-choice questions 42	Relative and noun clauses 44	L: The power of the press – opinions P: Using stress for meaning Exam training: Multiple matching Exam training: Speaking to an audience S: Stimulus-based discussion – the media Discussion 46
Let's revise Page 54	Units 3 and 4		
5 Success stories Page 56	Out of India Exam training: True or false questions V: Film-making R: True or false questions 56	Narrative tenses: Past simple, past continuous, past perfect simple and continuous Adverb clauses 58	L: Beating the stereotypes – interview P: Vowel sounds Exam training: Identifying statements the speaker Exam training: Using fillers S: Using fillers A short presentation Song: Money, money, money 60
6 Mystery and imagination Page 68	The Mary Celeste Exam training: Multiple-choice questions V: Mystery and imagination R: Multiple-choice questions 68	Past modals Logical explanations 70	L: Science fiction – interview P: Sounds and spelling Exam training: Completing sentences S: Expressing feelings and opinions Suggesting explanations Stimulus-based discussion – space exploration 72
Let's revise Page 80	Units 5 and 6		
7 Let's live a little! Page 82	Extreme sports Exam training: Matching headings V: Leisure activities Speed and movement R: Matching headings 82	The passive Causative <i>have/get</i> 84	L: London Landmarks – phone call Understanding announcements S: Saying which you prefer Stimulus-based discussion – tourism 86
8 Into the unknown Page 94	Night lights V: Environmental issues Verbs with negative meaning R: Reading for specific information 94	Ways of talking about the future Exam training: Extra words 96	L: Poles apart! – chat show P: Homophones Homonyms S: Speculating Prioritising Interpreting headlines 98
Let's revise Page 106	Units 7 and 8		
9 Wisdom and knowledge Page 108	Visual concepts V: Understanding R: Matching descriptions 108	Third conditional Wishes and regrets 110	L: Good for the brain – radio programme P: Silent letters S: Brainstorming a presentation Giving a presentation 112
10 Divided loyalties Page 120	Love conquers all V: Love Uses of <i>make</i> Masculine and feminine nouns R: Multiple-choice questions 120	Reported speech 122	L: Opting out – personal experience Idioms P: Vowel sounds Exam training: Role play S: Role play – a decision Song: Memory 124
Let's revise Page 132	Units 9 and 10		

Grammar reference p134 Word list p142

C = Culture focus, L = Listening, R = Reading, S = Speaking, V = Vocabulary, P = Pronunciation

Writing	Let's practise	Word focus	Culture focus / Reading for pleasure
Writing a description Images of place Exam training: Avoiding repetition 10	Grammar Present perfect simple and past simple; Present perfect with <i>when, if, until</i> ; Present perfect simple and continuous Skills Reading / Listening / Writing 12	Verbs and prepositions Negative prefixes Word building Phrasal verbs 14	C: Images of Ireland 15
Writing a story Celebrations Exam training: Making your writing more interesting 22	Grammar Gerund or infinitive Skills Speaking / Writing / Listening 24	Expressing feelings Using adverbs Expressing two points of view 26	R: <i>The Life of Pi</i> by Yann Martell 27
Writing an informal letter and notes Trip to Scotland Exam training: Including all the necessary information 36	Grammar Habits Skills Reading / Writing / Listening 38	Word building Environmental problems Adjectives with <i>-less</i> and <i>-ful</i> Words that go together 40	R: <i>The Thirty-nine Steps</i> by John Buchan 41
Writing a description of an event Aschool trip Exam training: Timing your writing 48	Grammar Relative and noun clauses Skills Reading / Listening / Writing 50	Verbs with different meanings Newspapers TV programmes 52	C: Young people and the media 53
Writing an essay arguing for and against Cloning Exam training: Looking at both sides of an argument 62	Grammar Narrative tenses: Past simple, past continuous, past perfect simple and continuous Adverb clauses Skills Speaking / Listening / Writing 64	Word building Phrasal verbs Prepositions Words that go together Skills and qualities needed in different jobs 66	C: Covent Garden 67
Writing a detective story A murder investigation Exam training: Writing effectively 74	Grammar Past modals Logical explanations Skills Listening / Writing / Reading 76	Prepositions The right verb Words with opposite meanings Order of adjectives 78	R: <i>The Sound Machine</i> by Roald Dahl 79
Writing a review <i>The Woman in Black</i> Exam training: Thinking about your intended audience 88	Grammar Passive Causative <i>have/get</i> Skills Reading / Writing / Listening 90	Words that go together Expressions with <i>have</i> Adjectives Prepositions Word building 92	C: The British and their cars 93
Writing a personal statement and letter Applying for a job Exam training: Highlighting information 108	Grammar Ways of talking about the future Skills Writing / Reading 102	Homonyms The right words 104	R: <i>Fahrenheit 451</i> by Ray Bradbury 105
Writing about data Academic attitudes Exam training: Presenting data 114	Grammar Third conditional Wishes and regrets Skills Reading / Writing / Listening 116	Word building Phrasal verbs with <i>take</i> Prepositions Words that go together 118	C: Tate Modern 119
Writing an essay Conflicting interests 126	Grammar Reported speech Skills Listening / Writing 128	Idioms Prepositions Words that go together Expressions with <i>make</i> 130	R: <i>The Charge of the Light Brigade</i> by Alfred Lord Tennyson 131

1 Powerful images

See Unit summary on Contents pages 6–7

Natural images SB pages 4–5

- 1 Ask students to look at the pictures on pages 4 and 5. Write some prompts on the board to help students talk about the people in the pictures, for example:

job earnings
where live / work?
like hate

Ask them to think of adjectives to describe the images the people want to show. Put students into pairs to discuss the question. Ask pairs to share their ideas with the class.

Reading

Exam training Skim reading

Remind students that skim reading is a useful skill in any language. Ask them for examples of occasions when they might skim read (*deciding which questions to answer in an exam, choosing a book, exploring a website*).

- 2 Students skim read the text and decide which headings are best. Give them a time limit, for example, three minutes. Remind them that they do not have to understand every word. Students check their answers in pairs. Check the answers with the class.

- Key 1 c Variety 2 e Invisibility 3 b Safety
4 d Appeal 5 a Inspiration

- 3 Students discuss the question in pairs or small groups. Pairs / groups share their titles with the class. Ask the class to decide which is the best title. It should reflect the theme of the article – the way in which humans have borrowed images in nature – and make the article sound interesting.

Exam training Scanning

Remind students that scanning, like skim reading, is a useful skill in any language. Ask them for examples of occasions when they might scan a text (*finding information in a textbook for an essay, looking at a catalogue or website for something they want to buy*).

- 4 Give students a time limit, for example three minutes, to scan the text and answer the questions. Tell students to save time by writing their answers in note form. Students check their answers in pairs. Check the answers with the class.

- Key 1 On TV, at the cinema, in magazines. Human beings and nature.
2 To protect themselves from their enemies. No, to hide themselves in order to attack.
3 Thick pieces of hard bone which form a shell around its body. Hedgehog.
4 It allows them to appeal to potential mates and get ahead of their rivals.
5 In wildlife and nature.

Language notes

stand out in the crowd – be noticeable

get ahead – progress

camouflage /'kæməˌflɑːʒ/ *trousers* – trousers covered with a pattern of green, brown and black marks, originally worn by soldiers, but now also a fashion item.

Culture notes

fake fur – fake fur coats are more popular and fashionable in Britain than ones made of real fur. This is largely the result of campaigns by animal rights groups, who object to the killing of animals for their skins and fur, influencing public opinion.

Optional activity

Ask students to imagine that they have been invited to a fancy dress ball. They can choose any costume they like, from any period in history, and have an unlimited amount of money to spend. Ask them to choose a costume and describe it. What kind of image do they want to project? This could either be done as an oral activity in class or as a composition for homework.

Vocabulary

The natural world

- 5 Students skim read the text again to find the words in italics. Tell them to underline them as they find them. Put students into pairs. Tell them to look at the context in which the words are used to help them with the meanings. Pairs share their explanations with the class.

- Key developed its own look – evolved in a unique way
camouflage – using natural surroundings to disguise oneself
coat – covering over the skin
stand out in the crowd – be different, be noticeable
attract – be pleasing, handsome
sends out a very important message – communicates important information
armour – protective clothing
fashion – clothing items, style

- 6 Students do the exercise in pairs. Tell them that in some cases they need to choose between words which are very similar in meaning. At this level they should be developing the ability to make subtle distinctions between words. Check the answers with the class.

- Key 1 variety 2 species 3 evolve 4 hide
5 protect 6 prey 7 predator 8 attract
9 get ahead

Language notes

variety, diversity – very similar in meaning; *diversity* emphasises the differences among the things being talked about
attract, appeal to – *attract* emphasises appearance, *appeal to* emphasises feelings

Evolution

- Students do the exercise on their own and then compare their answers in pairs. Check the answers with the class.

1	2
protect	defend
evolve	develop
provide	offer
attract	appeal
create	form

- Students do the exercise in pairs. Check the answers with the class.

- 1 provided / protected, with
- 2 created / formed by
- 3 are attracted to
- 4 evolved from
- 5 protected from

Suffixes and prefixes

- Students do the exercise in pairs. Ask them to write 'dictionary definitions' (i.e. as concise and accurate as possible) of the words. Point out that they may be able to make more than one adjective from each noun. Check the answers with the class.

- 1 helpful – giving help, useful
helpless – unable to act without help
- 2 peaceful – quiet, calm; not involving violence
- 3 worthless – having no value
- 4 countless – very many
- 5 wonderful – very good; remarkable

- Students write opposites in pairs or on their own. Tell them to do as many as they can without using dictionaries. Students can then use monolingual dictionaries to check any meanings they are unsure of and write the opposites.

- | | |
|---------------|----------------|
| 1 unnatural | 2 inessential |
| 3 impossible | 4 unsuccessful |
| 5 uncommon | 6 unimportant |
| 7 inexpensive | |
- 1 The diversity of natural *images*
 - 2 Stick insects' essential *ability* to hide from their enemies
 - 3 *Camouflage* made it possible for ...
 - 4 *tigers* to become successful *hunters*
 - 5 a common *example*
 - 6 It's important to *stand out in a crowd*
 - 7 expensive *hats*

Quick filler!

Divide students into small groups. Tell them to brainstorm other adjectives with the suffixes *-ful* and *-less* and / or other adjectives with the prefixes *un-*, *im-* and *in-*

You could turn this into a competition by dividing the class into teams. Give them a time limit. The team which thinks of the most correct adjectives wins – but they must know the meanings of all of them!

Time to talk!

This exercise can be used at any point in the lesson where you want to encourage the students to react to the topic of the text and need an oral / discussion activity.

Ask students to read the statements. Give them about two minutes to note down their responses. Divide them into pairs or small groups of four or five to discuss their responses. Pairs or groups share their opinions with the class. Can they think of any sayings about beauty in their language? Are they similar or different in meaning from these examples?

Quick filler!

Ask students to describe some things that they think are beautiful.

Revision idea!

Ask students, working in small groups, to think of advertisements they have seen recently, either on television or in newspapers and magazines. (Alternatively, you and the students could bring some advertisements from newspapers and magazines to class.) Ask students to analyse the advertisements under the following headings:

Product	Image	Message
air freshener	wood in springtime	fresh, clean, natural

Groups share their ideas with the class.

Grammar SB pages 6–7

► Grammar reference: SB page 134

Present perfect simple and past simple

Quick quiz

- 1 Students do the exercise on their own and decide which sentences are incorrect. Students check their answers with a partner's. Tell them to discuss why the sentences they chose are incorrect. Check the answers with the class. Encourage students to give reasons for their answers.

- 1 incorrect – I wore a new dress yesterday. (the past simple is used to talk about a completed action)
 2 correct
 3 incorrect – Jane hasn't bought any brand name clothes, yet. (*yet* is used with the present perfect)
 4 incorrect – Jamie has just lost his wallet. (the present perfect when used with *just* expresses a very recent action)

If students cannot explain why sentences 1, 3 and 4 are incorrect, tell them to find the explanations in the Grammar reference section in the Student's Book.

- 2 Students answer the questions in pairs. Discuss the answers with the class.

- 1 the name a company gives a product or the name of the company which produces it, for example: Nike, Adidas, Rolex
2 Possible answer: they are often expensive, high fashion items so if you wear them you are seen to have money, status and are very fashionable.

Students read the text. In their pairs they discuss the questions. Pairs share their opinions with the class. Write their views on the board, for example:

agree	disagree
increase self-confidence	less individuality
guarantee of quality	go out of fashion

Language notes

label – another word for *brand name*, the brand name is usually written on a label on the inside or the outside of the clothing item

Ask students to find examples of brand names in the classroom, for example: on clothes, bags and calculators.

- 3 Students read the text again. They underline the present perfect simple and circle the past simple.

- present perfect simple:** these products have become ..., I've bought lots of clothes ..., I have always worn ..., I have also chosen ...
past simple: I spoke to ..., explained ..., I bought ..., it was cheap ..., But I discovered ..., the quality was good ..., It didn't fall to pieces ..., told me ..., Dad bought me ..., since I started ...

- 4 Students do the exercise on their own. Check the answers with the class.

- 1 I've bought 2 I have also chosen
3 I have always worn
4 I bought, I discovered, it didn't fall

Quick filler!

Make statements like the ones below and encourage students to respond using the present perfect simple.

Teacher: I can't see a thing! (peering around the room)

Class: You've lost your glasses!

Teacher: I'm very pleased!

Class: We've all passed the test!

- 5 If your class is strong enough, this exercise can be done orally. Ask individuals to read the correct sentences.

- 1 have you ever seen 2 bought
3 worked 4 have forgotten
5 didn't go 6 have seen
7 hasn't eaten 8 Did you watch

- 6 Students do the exercise on their own. Tell them to copy the correct sentences into their notebooks. Check the answers with the class.

- 1 I've already given 2 telephone bill yet
3 penfriend still hasn't 4 Paula's just missed
5 Have you ever tried 6 I've never been
7 has always liked 8 moved house yet

- 7 Students answer the questions in pairs. Check the answers with the class.

- 1 already, yet, ever, never
2 just
3 ever, never, always

Present perfect simple and present perfect continuous

- 8 Students do the exercise in pairs. Check the answers with the class.

- a 2 b 3 c 1

- 9 Before students do the exercise, ask them if they can think of a general rule for the uses of *since* and *for*. If they cannot, point out the explanations in brackets at the head of each column.

- for:** a long time, two weeks, three hours, a few minutes
since: last March, Christmas, Monday, nine o'clock

- 10 Students do the exercise in pairs. Check the answers with the class. Remind the students to explain differences in meaning if both are possible.

Possible answers

- 1 Peter has been reading the same book since last year.
2 We have been trying to phone them for hours ... / We have tried to phone them for hours ... (the first means you are still trying, the second means you have stopped trying)
3 Our grandparents have had their cat for two years.
4 Maria has done this job for three months. / Maria has been doing this job for three months. (the first one implies that she is leaving the job, the second one implies that she is continuing)
5 Karl has been a friend for ages.
6 I haven't been to the cinema since I moved house. / I haven't been going to the cinema since I moved house. (the first one is a simple statement of fact, the second one implies that she usually goes the cinema a lot so it's very unusual for her not to go)
7 John hasn't watched a football match for months.
8 Sam has been staying with his cousins since he started college. / Sam has stayed with his cousins since he started college. (the first one implies that he is welcome and he's a visitor, the second implies that he needs to be there and he's staying there for a reason)

Optional activity

Write the following sentences on the board. Ask students to tell you why they are incorrect:

- 1 Our next door neighbours have been having their new car for three days.
- 2 Karl has been having a cold since last week.
- 3 Jessica has been being a student at this school for three years.

have (in the sense possess), and be are in a group of verbs which are only very rarely used in progressive tenses.

Language notes

been in sentence 6 is the past participle of go, used to talk about completed visits.

Present perfect with when, if or until

101 Ask students to read the rules and then ask them to complete the sentences on their own. Make sure they understand that they can use their own words as long as they are appropriate.

- 1 have ... arrived / turned up
- 2 have tidied / have cleaned
- 3 have washed / have brushed
- 4 have laid
- 5 've spoken

Let's activate**Personal experience**

102 Put students into pairs. Ask them to read points 1–3 and answer any questions they may have. Go through the example with the class. Give pairs time to think of at least one question for each question word. Monitor and make sure students are constructing their questions correctly. Students then interview each other. Again monitor and make sure students are using the tenses correctly. Ask some of the pairs to share any interesting stories with the class.

103 Divide students into small groups. Tell each group to appoint a secretary to make a note, in English, of students' ideas. Monitor the discussions and make a note of any frequent errors in tense use for peer correction later. Ask groups to share their ideas with the class.

Revision idea!

Ask students to think of a brand name product that they own. It should be something they have strong feelings about: it is either an essential part of their life, or they want to throw it away.

In pairs, students tell each other about their chosen product.

When did they get it?

Was it a present, or did they buy it themselves?

How long have they owned it?

How often have they used / worn it?

Listening and speaking**Photographic images** SB pages 8–9**Warm-up**

- 1 Students discuss the questions in pairs. Monitor and help with vocabulary if necessary. Ask pairs to share their ideas with the class.

1–3 Students' own answers

- 4 portrait painting

Listening

- 2 Ask students to guess when the photograph was taken. Encourage them to use phrases like these:
It might have been taken as early as ...
I think it was probably taken about ...
Discuss the questions as a whole class.

Possible answers

- 1 in the 19th century
- 2 proud, strong, untidy
- 3 He seems uninterested in the photo.

Exam training **Note-taking**

Ask students what kinds of words can often be left out when they are taking notes (*articles, prepositions, pronouns*). What else can they do to reduce the amount they write? (*shorten common words, for example: would to wd; write figures rather than words for numbers; shorten names to initials after the first mention*)

- 3  1.1 Tell students that they are going to listen to someone talking about the photograph. Tell them to read the questions and answer any queries they may have. Point out that they should answer in note form. Play the recording.

Tapescript 1.1

Ten years ago Monsieur Pagneux bought a dusty old photograph in an antique market in Paris. It measured just 5.8 centimetres by 4.5 centimetres and showed a rather miserable-looking man with untidy hair. It wasn't very expensive, no one knew who the person was, but for some reason it attracted him.

It was not until the picture was cleaned and restored recently, that the owner realised what he had found. That photograph has now been identified as perhaps the world's oldest photographic image of a person. Experts believe that the photo was taken in 1837 by Louis Daguerre who invented the first practical form of photography. At that time, people still thought it was technically impossible to 'fix' the permanent image of a face and Daguerre's discovery was unknown until 1839.

Experts say that the subject, identified as Daguerre's friend Nicolas Huet, had to stand completely still for at least two minutes while the photograph was taken from a distance of around 3.7 metres. Monsieur Huet clearly had little faith that his friend's experiment would work because he had made no effort to comb his wild hair and he certainly wasn't smiling.

Play the recording again. Students check and complete their notes. Check the answers with the class.

Possible answers

- 1 probably world's oldest photographic image of person
- 2 1837
- 3 1839
- 4 Daguerre's friend
- 5 stand completely still for at least 2 mins while photograph taken
- 6 because didn't think experiment would work

- 4 Students expand their own notes and then compare their answers with a partner's. Check the answers with the class.

- 1 It was so important because it is probably the world's oldest photographic image of a person.
- 2 It was taken in 1837.
 - 3 The public heard about the photograph in 1839.
 - 4 Nicholas Huet was Louis Daguerre's friend / a friend of Louis Daguerre.
 - 5 He had to stand completely still for at least two minutes while the photograph was taken.
 - 6 He didn't comb his hair or smile because he didn't think that the experiment would work.

Ask students if they had any problems expanding their notes. If so, what caused the problems and could they be avoided next time?

- 5 Ask the class for their ideas. Do not confirm their guesses at this stage.

- 6  Before you play the recording, give students time to read through the profile. Play the recording. Students complete as much information as they can.

Tapescript 1.2

A sixteen-year-old British model who is determined to stay at school against her father's advice has won a modelling contract with a large cosmetics company. Anna Pimm, who earned £6,500 per day during her school holidays modelling at shows in New York, has been chosen to appear in television commercials that'll be shown world wide. Her father, Peter Pimm, who runs a motor repair business, has urged her to leave school so that she can take full advantage of her earning power. But Anna has refused to stop studying for her three A-level subjects: Maths, History of Art and Design Technology. 'I will be able to fit most of the filming around my holidays, so hopefully I won't need to take too much time off school. Passing my exams will give me much more satisfaction than any modelling assignment. What I really want to do is go to university.'

Language notes

fit most of the filming *around* my holidays – fit most of the filming *into* my holidays

Culture notes

A-level – the advanced level of a subject taken for the General Certificate of Education (GCE). Students in England and Wales normally take A-levels at age 18. (There is a different system in Scotland.) Anna would probably need three passes at A-level to get a university place.

Play the recording again. Students check and, if necessary, correct their answers. Students check their answers with a partner's. Check the answers with the class.

Age: 16

Nationality: British

Main occupation: (school) student

Part-time job: modelling

Earnings: £6,500 per day

Father's occupation: he runs a motor repair business

Father's advice: (Anna/She should) leave school

Main ambition: to go to university

- 7 Students discuss the questions in pairs. Ask pairs for their views and ideas. Take a class vote to see who thinks Anna is right and who thinks her father is right. Encourage students to give reasons for their answers.

Matching

- 8  Give students a few minutes, working on their own or in pairs, to think of questions and make a list. Play the recording. Ask students to focus on the interviewer's questions. Students compare their questions with the interviewer's. Write those they predicted correctly on the board.

Tapescript 1.3

Interviewer: Zack, how long have you been a model?

Zack: Well, I'm twenty-three now, and I guess I started when I was about nineteen.

Interviewer: And was it always an ambition of yours?

Zack: Not at all. In fact an agent approached me! She saw me in a café in Covent Garden in London and gave me her business card.

Interviewer: And so you went to see her?

Zack: Yeah, I was at university at the time.

Interviewer: And have you been working with that agency ever since?

Zack: Not now, actually. I was with her for about two years, but I wasn't really getting enough work, so I changed. You can spend a lot of time sitting at home waiting for the phone to ring in this job, you know. Although when it does, it feels great.

Interviewer: What's been your most exciting job so far?

Zack: Um ... well, I did the Autumn collections in Milan a few years ago and that was pretty amazing. Very hard work, but great fun.

Interviewer: And what's been your worst experience?

Zack: Well, the worst thing was the time when I tripped up and fell over as I walked onto the catwalk at a really big fashion show in London. It wasn't my fault, there was something wrong with the carpet. But the worst thing was the designer. She went mad because, you know, it meant attention was taken away from the clothes. The way she went on about it, you'd think I did it on purpose. And it got on TV, so all my family saw it too. So did all my friends!

Interviewer: Do you think modelling has changed the way people look at you?

Zack: In some ways, yeah. A few people, if they don't know me well, assume I must be really rich or that I go out with film stars and all that sort of thing. My real friends know I'm just an ordinary guy really. I don't try to live up to the image people have of top models, so my friends' attitude towards me hasn't changed at all.

Interviewer: And what about your family? Are they happy that you've become a model?

Zack: My father has always been against it. So has my mother in a way. They don't see it as a real career. They think I should be getting some qualifications.

Interviewer: I wanted to ask you about that. How did you manage to combine your university course and your modelling career?

Jack: Well, I didn't basically. It was a question of priorities. The modelling work always came at the wrong moment, so I got behind with my studies and eventually I dropped out altogether.

Interviewer: Any thoughts of going back?

Jack: No, but I'll have to do something because the older you get, the less likely it is that you're going to make it, you know, become really well-known or make a lot of money. There's always new, younger models being discovered and you begin to lose your looks as you get older.

Interviewer: And so what about the future? Do you want to carry on modelling?

Jack: I haven't made any plans. I'm still hoping for a big break. I'm interested in fashion journalism, though, so maybe I'll do that later.

Interviewer: Well, good luck whatever you do, and thanks for talking to me.

Jack: Thanks.

Language notes

Jack – short for Zacharias or Zachariah

pretty amazing (informal) – very good rather than very surprising

looks – a person's appearance. *Lose one's looks* means to become less attractive, usually as a result of getting older.

break (informal) – a piece of luck, especially one that leads to further success. As well as *a big break*, we talk about a *lucky break*, and *giving someone a break*.

Check the answers with the class.

- 9 1.3 Ask students to read statements 1 to 9 and to write *yes* or *no* beside each one from memory. Point out that they were focusing on the interviewer's questions the first time you played the recording, but they may discover that they have taken in a good deal of other information subconsciously! Play the recording again for students to check their guesses. Students check their answers with a partner's. Play the recording again if necessary. Check the answers with the class.

1 no 2 no 3 yes 4 yes 5 no 6 no 7 yes
8 yes 9 no

Speaking

Word stress

100 Students do the exercise on their own. Do not check the answers at this stage.

101 1.4 Play the recording. Students correct their own work. Alternatively ask them to exchange their work with a partner's and correct each other's work.

Tapescript and answers

- | | |
|---------------------------|-----------------------------|
| 1 a <u>contract</u> (n) | b <u>contract</u> (v) |
| 2 a <u>commerce</u> (n) | b <u>commercial</u> (adj) |
| 3 a <u>satisfy</u> (v) | b <u>satisfaction</u> (n) |
| 4 a <u>assign</u> (v) | b <u>assignment</u> (n) |
| 5 a <u>react</u> (v) | b <u>reaction</u> (n) |
| 6 a <u>photograph</u> (n) | b <u>photographic</u> (adj) |

Ask students to practise saying the words with their partner. Monitor and correct if necessary.

Language notes

contract (n) and **contract** (v) belong to a group of noun and verb pairs which are identical in their written form, but where the stress is on the first syllable if it is a noun and the second if it is a verb. Ask students if they can think of other examples.

Possible answers

decrease, export, import, increase, produce, record, suspect

Role play

12 Students work on their own to prepare their list of questions. Monitor and help if necessary.

13 1.5 Ask two students to read the dialogue out loud. One should be A and the other B. Encourage them to use the correct stress and intonation then play the recording. Give students a few minutes to think about their role as interviewee.

Students take it in turns to interview each other using the questions they prepared in 12. Monitor and make a note of any frequent errors for peer correction later. You may wish to ask the better pairs to perform their role plays to the class.

Stimulus-based discussion

14 Ask students to read the questions and answer any queries they may have. Ask students to look at the pictures and answer the first question as a class. Students then answer the remaining questions in pairs. Alternatively ask students to answer the first two questions in pairs and then discuss the rest as a class. If you do this, give students time to prepare their answers. Encourage students to use the language in the dialogue box during the discussion.

Optional activity

Ask students to describe an advertisement that particularly stands out in their memory.

When was it? What does it show?

Where did they see it?

Why does it stand out in their memory?

Writing a description

Images of Britain SB pages 10–11

Warm-up

- 1 Ask students to describe the poster images. Do they agree that they represent Britain?
- 2 If they need help thinking of more images of Britain, prompt them by asking what other places, clothes, food and drink, entertainment, sports and groups of people they can think of to represent Britain.

Studying the sample

Understanding the task

- 3 Students do the exercise in pairs. Ask pairs to share their ideas with the class. Encourage them to give reasons for their choices.

- ➔ **Should appear:** facts and figures; explanations of who, what, when, where and why; pictures, drawings and/or diagrams (but only where relevant)
The other points should not appear as they would make the description too personal and it would become an opinionated piece of writing rather than an impartial description.

Using paragraphs

- 4 Students do the exercise on their own. Give them a time limit, for example three minutes, to skim read the description and choose the headings. Check the answers with the class.

- ➔ 1 b British culture today
2 d Typically British
3 c A more accurate impression
4 a A country of cultures

Exam training Avoiding repetition

Ask students why they think it is important to use a variety of ways of repeating similar ideas (*to add interest and colour*).

Ask students if there are types of writing which benefit from repetition, for example: political speeches for emphasis; fairy tales and children's stories to provide a pattern.

- 5 Ask students to read the description again and to underline the phrases. Point out that they may need to look back to the beginning of a sentence or clause to find out what image is being referred to. Check the answers with the class.

- ➔ 1 Houses of Parliament
2 other tourist images
3 a British man wearing a dark suit and carrying an umbrella
4 an umbrella
5 tea
6 fish and chips
7 musical instruments
8 young people
9 images of young people and of a multicultural society

Steps to better writing

Sentence building

- 6 Students do the exercise in pairs. If they need help, tell them to look back at similar sentences in the description of Britain. Ask pairs to join together to make groups of four to compare answers. What similarities and contrasts are there?

Writing your description

Brainstorming

- 7  1.6 Students brainstorm images in their groups. Suggest that they use the categories the British students used, i.e. places, clothes, food and drink, entertainment, sports and groups of people. One member of each group should act as secretary and make a list of all the images, and also the reasons for using them. Before they start, ask two students to read the dialogue in the box. One should be A and the other B. Encourage them to use the correct stress and intonation then play the recording. Remind them to use the phrases in their discussions. Monitor and make a note of any frequent errors for peer correction later.

Planning

- 8 Students could introduce their description by saying why they are writing it and who they are writing it for. They could either put their decisions in the same order as the British students did, i.e. positive and then negative decisions about each category, or they could put all the positive decisions first and then all the negative ones. They could summarise all the most important decisions or focus on just one as the British students have done. Remind the secretary to write in note form and not full sentences.

Writing

- 9 Students write their descriptions individually or in their groups. If they are using the group secretary's notes, they may need to ask him/her for help in expanding them.

Checking

- 10 Groups either check their own descriptions or exchange descriptions with another student or group.

Revision idea

Ask students to read through the British students description again and notice how the words *but* and *however* are used to emphasise contrasting ideas.

We agreed that we should include the umbrella, however, because it says something about the weather ...

Tea is a traditional image, but most young people now drink more coffee. We still eat a lot of fish and chips, however, so we decided on this to represent British food.

Ask students to find other places in the description where *but* or *however* could be used to emphasise contrasting ideas.

But / However we decided not to include other tourist images ...
Many people think of a British man wearing a dark suit and carrying an umbrella, but this is not very typical these days.
But / However the musical instruments give an idea of music in general.

Ask students to look at how they have used *but* and *however* in their own descriptions.

Let's practise grammar SB page 12

Some or all of the following exercises can be given as homework.

Present perfect simple and past simple

past simple	regular past participles	irregular past participles
began		begun
brought		brought
came		come
decided	decided	
fell		fallen
found		found
forgot		forgotten
went		gone / been
knew		known
left		left
promised	promised	
remembered	remembered	
saw		seen
sang		sung
stopped	stopped	
taught		taught
thought		thought
visited	visited	
washed	washed	
wrote		written

- 2 1 Did ... visit 2 have left
 3 Have ... been 4 was
 5 sang / have sung 6 lost
 7 Have ... seen 8 Did ... remember
- 3 1 already / just, yet 2 ever, never
 3 already, just 4 yet, yet, still
- 4 2 a went b haven't been ... for a long time
 3 a had b haven't had ... for over a year
 4 a had b haven't had ... for hours
 5 a had b haven't had ... for about two months
 6 a phoned b hasn't phoned ... for nearly a fortnight

Present perfect with *when, if, or until*

- 5 1 When 2 until 3 until 4 If 5 when 6 if

Present perfect simple and continuous

- 6 2 stopped playing that Oasis CD since she bought it yesterday.
 3 have you had those trainers?
 4 seen my grandparents since Christmas.
 5 a long time since Ross has seen Rachel.
 6 for Monica for hours.

Let's practise skills SB page 13

Reading

- 7 1 c 2 b 3 a 4 d

Listening

Tapescript 1.7

- Speaker 1: I think it's really important to look good. I've heard that it's harder to get a job if you're unattractive than if you've got no qualifications.
- Speaker 2: Looking good isn't only about being thin. I'm less bothered about being thin than being happy. If you've got good exam results and a nice personality, you'll get a good job. I wouldn't want to work for someone who only cared about my appearance.
- Speaker 3: All my friends talk about their image, the clothes they wear and their appearance. I had a girlfriend last year who wasn't very attractive. My friends teased me about her but I didn't care, she had a fantastic personality.
- Speaker 4: I've been on a diet for nearly a month now. All my friends are dieting too. It's important to look good. It's the only way to be popular. If you don't look good, no one wants to be your friend.

- 8 1 e 2 d 3 a 4 b c does not fit

Writing

- 9 Students' own answers

Word focus SB page 14

Verbs and prepositions

- 1 1 provide ... with 2 attracted ... to
 3 created ... by 4 protect ... from
 5 evolved ... from
- 2 1 by c 2 with d 3 to a 4 against b

Negative prefixes

- 3 1 unclear 2 impossible
 3 inexpensive 4 irresponsible
 5 unattractive 6 disorganised
 7 immature 8 illegal

Word building

- 4 1 appearance 2 imperfections
 3 attraction 4 variety
 5 helpful 6 creative
 7 countless 8 wonderful
- 5 1 photographic 2 contract
 3 satisfaction 4 reaction
 5 assignment 6 commercial

Phrasal verbs

- 6 1 to drop out of 2 was going out with
 3 to live up to 4 fell over
 5 go on about 6 carried on
 7 fell behind with

Culture focus

Images of Ireland SB page 15

Culture notes

The patron Saint of Ireland is St Patrick and St Patrick's day, March 17th, is celebrated not only in Ireland but all over the world. The Irish language is called Gaelic and there are small areas along the west coast where it is regularly spoken.

Warm-up

Divide students into small groups and ask them to write down anything they know about Ireland. Give them one example: *the flag is green, white and gold*. Ask groups to share their ideas with the class.

- 1 Ask students to look at the map and to discuss the questions in pairs.

- Open 1 A leprechaun (an Irish pixie who keeps a pot of gold at the end of a rainbow), a shamrock (a four-leafed clover which is said to bring luck), a violin and a whistle (both are traditional Irish folk instruments), a harp (another more classical Irish instrument), an Irish pub (famous for music and a fantastic atmosphere, also famous for Guinness – a traditional Irish beer)
- 2 Very successful. The images all portray happiness, luck and tradition, telling people that it is a very positive, happy and traditional country.

- 2 Put students into pairs. Tell one to read text 1 and the other to read text 2. Give them time to do this. When they have finished, tell them to scan their text to find the answers to their set of questions. When they have answered the questions, tell pairs to tell each other what they have read and what the answers to the questions are.

Open Text 1

- 1 12th century
- 2 took possession of church property in Ireland which belonged to Catholics
- 3 1949

Text 2

- 1 The Corrs, Boyzone, Westlife, U2
- 2 tourists
- 3 cultural, spiritual, historical, trendy
- 4 in the countryside

Optional activity

To encourage scan reading (looking for information quickly in a text) and to focus on certain vocabulary, you can ask students to find individual words in the text. Tell them you will give them the first and last letter of a word and they must find it in the text as quickly as they can.

Suggestions

e-y (*economy*)

i-c (*idyllic*)

i-l (*influential*)

c-t (*conflict*)

Continue for as long as you feel necessary, or ask students to continue the activity in pairs, taking it in turns to say the letters and look for the words.

Note 1: There may be other words with these first and last letters, which students may find. This does not matter unless you are focussing on specific words for pre-teaching. In this case ask the students to find a second word with these letters.

Note 2: This activity can be used with any text in the book and is a useful technique for identifying difficult words which you would like to pre-teach.

Talking about your country

Before students do the exercise, give them time to read the questions and think about their responses. Divide students in groups of four or five. Monitor the discussions and help with vocabulary if necessary. Allow a maximum of ten minutes. Groups share their ideas with the class. This may lead to further discussion.

2 Natural reactions

See Unit summary on Contents pages 6–7

Happiness SB pages 16–17

Warm-up

- 1 Discuss the questions as a class.
- 2 Check that students understand the questionnaire. Answer any questions they may have.

Language notes

take responsibility for – not blame others if something goes wrong
work through – solve something by thinking and talking about it

Students do the questionnaire on their own. Give them a time limit of about three minutes. Students add up their scores. Put them into pairs to compare scores and discuss what they might mean. Ask students if they think this kind of questionnaire is useful or just fun.

Reading

Exam training Matching

Advise students to read the text carefully first, and then look at the questions in 3. It is a good idea to answer the questions they find easiest first, as this will reduce the number of choices when it comes to the more difficult ones.

- 3 Students do the exercise on their own. Remind them to underline the information in the text that gives them the correct answer. Ask them to either complete the whole exercise before checking the answers, or focus on the case studies and questions 1–6 first, and then focus on the action plans and questions 7–12. Check the answers with the class.

- | | | |
|------------|-------------|-----------|
| 1 E Martin | 2 D Suzanne | 3 F Brian |
| 4 B Liz | 5 C Tim | 6 A Jill |
| 7 B | 8 D | 9 A |
| 10 E | 11 F | 12 C |

Language notes

let (something) go – forget about something
clear the air – remove tension and anger from a situation by discussing it openly
get along (also get on) – have a friendly relationship
break up – separate

Quick filler!

Ask students to scan the case studies and find expressions which include the word *myself*. See who can be the first to find all five.

I promise myself; I needed some time to myself; think about myself; I kept telling myself; be honest with myself
 Can they think of any others? (for example: *be proud of myself, by myself, talk to myself*)

Optional activity

Ask students, working in pairs or small groups, to think of fictional case studies. These could be based on the students' own experiences, but need not be. They should invent names and jobs for the subjects. Pairs / groups read out their case studies, and the class suggests action plans.

Quick filler!

Ask students to invent humorous case studies with well-known people as their subjects, for example:

Elton John – unable to stop spending money

Tiger Woods – is bored with playing golf

Vocabulary

Expressing feelings

- 4 If students need help, suggest they look at the way the same, or similar, phrases are used in the case studies. Monitor the pairs as they work, helping with vocabulary if necessary. Ask pairs to share their complete sentences with the class.

Words that go together

- 5 Students do the exercise on their own. Write the phrases they find in the text on the board.

- | | | | |
|--------|---------|--------|----------|
| 1 make | 2 make | 3 have | 4 become |
| 5 go | 6 clear | 7 go | 8 feel |

- 6 Students complete the sentences on their own. Check the answers with the class.

- | |
|-----------------------------|
| 1 become defensive |
| 2 made a conscious decision |
| 3 have (any) control over |
| 4 run smoothly |
| 5 go wrong |
| 6 feel pressurised by |
| 7 clear the air |

Time to talk!

Ask students to read the statements. Give them two minutes to note down their responses. Divide them into pairs or small groups of four or five to discuss their responses. Remind them to give clear reasons for their opinions. Pairs or groups share their opinions with the class.

Revision idea!

We often use metaphorical language and similes to talk about our feelings, for example: *let the negative things go, I felt as if I was drowning*. Ask students why they think this is (*it makes abstract things more vivid*). Ask them to find other examples of metaphorical language and similes in the case studies.

- The intention to be happy is the most powerful tool.
 I was behaving like a child.
 it really cleared the air
 we can get along
 I felt pressurised
 Breaking up was really hard.
 Being honest with yourself is a vital step on the road to happiness.

Ask students if they can think of other examples, in English or in their language.

Grammar SB pages 18–19

► Grammar reference: SB page 135

Gerunds and infinitives

Quick quiz

- 1 Students work in pairs or small groups to do the quiz. Give them two minutes. Check the answers with the class.

1 c 2 a 3 b

- 2 Check the answers with the class.

1 enjoy going 2 give up smoking
 3 (correct) 4 finished eating

Language note

Enjoy, give up and finish are all followed by gerunds, not infinitives. *Looking forward to going* is an example of a gerund after the preposition *to*.

- 3 Divide students into groups of four or five to discuss the questions. Monitor and provide help if necessary. Ask groups for their descriptions. Make notes on the board, for example:

Good day	Bad day
arrive on time	arrive late
test results good	boring lesson

- 4 Give students a minute or two to read through the notes. Ask them to guess what the listening might be about. Tell students that you are going to play the recording twice. The first time they should just listen and not write anything. Tell them to listen carefully for any phrases from the notes. Play the recording.

Tapescript 2.1

- Interviewer:** An unusual sound can be heard in many classrooms in Britain nowadays: the sound of students and teachers laughing. The idea of introducing humour into the classroom originated in the United States, where experts proved that a rigid, disciplinarian approach to learning often demotivated students. The studies concluded that humour was a way of motivating people to learn. I talked to education expert Dr Sam Barnes.
- Dr Sam Barnes:** Visitors to our school are often surprised to see students and teachers laughing. But everyone, at all levels, is beginning to realise that if students can enjoy studying, their chances of being successful are that much greater. We reckon that humour in class can not only help to improve concentration – it can also help students to get better results.

Play the recording again for students to complete the notes. Check the answers with the class.

- 1 humour
 2 motivating people to learn
 3 see students and teachers laughing
 4 enjoy studying
 5 being successful
 6 to improve
 7 results

Ask students if they think that this approach to learning is a good one.

Optional activity

Play the recording again. Ask students to identify the gerunds and infinitives (*introducing, motivating, studying, being, to see, to improve, to get*).

Language notes

laughing – a participle, not a gerund

Quick filler!

Play the recording again. Ask students to identify the other words ending in *-ing*. Ask them if they are gerunds or participles.

learning (gerund), *beginning* (participle)

Verbs followed by gerunds or infinitives

- 5 Students do the exercise on their own or in pairs. If monolingual dictionaries are available, ask them to check any verbs they are not sure about. Check the answers with the class.

Gerund – avoid, can't stand, consider, deny, (don't) mind, enjoy, fancy, finish, give up, imagine, miss, practise, put off, risk
Infinitive – afford, agree, arrange, decide, help, hope, manage, promise, refuse, want

- 6 Students do the exercise on their own. Check the answers with the class.

1 to buy 2 studying 3 going 4 to tell
 5 smoking 6 to borrow

Gerunds after prepositions

- 7 Students do the exercise on their own. Make sure they understand that they should use their own ideas and words. Ask individual students to read out some of their sentences. Write the prepositions on the board so that students can correct their own work.

1 in 2 of 3 with / of 4 with / of 5 on 6 to
 7 in 8 of

A change in meaning

- 8 Do the exercise orally with the whole class.

remember

- a I remember phoning Maria.
- b I remembered to phone Maria.

need

- a My hair needs cutting.
- b I need to see the doctor.

regret

- a I regret splitting up with my boyfriend.
- b I regret to say that I haven't done the work.

try

- a I tried to open the window but it was stuck.
- b It was so hot in the room. I tried opening the window but it didn't help.

Optional activity

Ask students to imagine that they are one of the people in the case studies on pages 16–17. They should write pairs of sentences which might be spoken or written by them. The sentences should contrast the meanings of *remember*, *need*, *regret* and *try* when followed by the gerund and infinitive, for example:

Case study E Martin, University Student

I remember quarrelling with my girlfriend when she bought me a Rolex.

I remembered to buy a bottle of her favourite wine to drink with our meal.

Other uses of infinitives

Go through the uses with the class. Answer any questions they may have.

- 9 Students do the exercise on their own. Check the answers with the class.

- 1 Eva wants to know who to ask for when she telephones.
- 2 Mary has decided to go to Italy next summer.
- 3 Chris has learned (how) to play chess.
- 4 Paul can't remember how to count in Japanese.
- 5 I showed Peter how to send an email.
- 6 I don't know where to go for help.

Expressions used with gerunds

Ask students to read the rule and examples. Answer any questions they may have.

- 10 Students do the exercise on their own. Check the answers with the class.

- 1 turning 2 having 3 asking
- 4 complaining 5 watching

The right word

- 11 Students do the exercise on their own. Remind them to skim read the text before trying to complete it. Check the answers with the class.

- 1 encouraging 2 to improve
- 3 to persuade 4 having
- 5 being 6 going
- 7 studying 8 copying

Let's activate**Likes and dislikes**

- 12 Students write down their six things. Monitor and provide help with vocabulary if necessary. Put students into pairs to find out about each other. Monitor again to check students are using the gerund and infinitive correctly. While you are monitoring, make notes of the mistakes that students make. When the activity has finished, write the mistakes on the board (without pointing out who made each mistake – this is not important) and ask the class to correct them. This technique can be used at any time the students are discussing at length. Peer correction is very useful but can be embarrassing for some students who have made mistakes. This method avoids that problem as no individuals are picked out. When students have finished, ask them to tell the class about his / her partner's likes and dislikes.

Listening and speaking**Different worlds** SB pages 20–21**Warm-up**

Ask students to look at the pictures and tell you what the cities are (*Paris, Sydney, London, New York*). Ask if anyone has ever visited any of them and what it was like.

- 1 Put students into pairs to describe each city. Ask them to put the cities in order of preference, 1 being the one they would most like to visit. Tell them to discuss why they ordered them in that way. Find out which city is the most / least popular by taking a class vote.
- 2 Encourage students to use expressions like *I think* and *probably* if they are not sure of the answers.

- Key 1 London, New York 2 London, New York
- 3 London, New York, Paris 4 London, Paris
- 5 New York, Paris 6 Sydney

Listening**Exam training** Ordering information

While students are reading the statements through in 3, encourage them to underline key words and phrases, for example:

When I went to live in France, I began to have more confidence in myself.

- 3  2.2 Tell students you are going to play the recording twice. Play the recording. Students number the answers in pencil.

Tapescript 2.2

Well, for anyone moving to another country, I suppose the first thing you've gotta get used to is the jokes. Things like 'What's the greatest academic contradiction? Answer: American history!', and: 'Did you hear about the American who wouldn't go to see Shakespeare's Henry the Fifth because he hadn't seen the other four?' And I haven't even started on the political jokes or the imitation of the accent.

I moved to England from New York some years ago, when I was eleven, in fact. With the quick perception that eleven-year-olds seem to have, I quickly came to learn that the name of the game was not to be different from everybody else, but to try to fit in. I immediately started work on getting rid of my accent and tried to become as English as possible. Instead of asking for 'kawfee', it was 'Earl Grey tea, please.' I suppose we kids found our parents' American-ness a little embarrassing, so we tried to immerse ourselves completely in the culture of our new city. We wore British-style clothes, ate bacon and eggs for breakfast and watched *Neighbours* on TV after school.

By the time I was studying for my last school exams, I had almost begun to reject any connections I'd previously had with the States. When I did go to university, I chose the oldest, most 'English' university I could find. And can you guess what my subject was? English literature, of course!

My sister was, and still is, more adaptable. She's always been able to switch from one accent to another and is as at home in London as she is in the States. For her, it's not a question of self-identity. My accent remains mid-Atlantic. I think part of my continuing embarrassment was the fact that I didn't like myself much. Maybe it was my teenage way of blaming my parents for moving us to London. Other teenagers reject their parents' dress sense – I rejected their nationality.

After university, I lived in France for a year. I slowly stopped feeling sensitive about my nationality. I stopped being afraid that people would make unfair judgements about me. More importantly, I decided to stop taking myself so seriously. I still find myself waiting for the inevitable American joke. But clearly, I'm getting better at coming to terms with my 'dual' nationality. After all, I've told you all how I feel, haven't I?

Language notes

Earl Grey tea – a variety of China tea flavoured with oil of bergamot

Neighbours – in fact an Australian soap opera!

mid-Atlantic – characterised by a blend of British and American styles

dual nationality – official term for a citizen of two different countries (Hadley stresses the word *dual*, which suggests that although she feels both British and American she is not officially a citizen of both countries.)

Culture notes

the greatest academic contradiction ... American history – this joke suggests that because the history of America is comparatively short (it gained independence from Britain in 1783) it doesn't have any history worth mentioning.

... because he hadn't seen the other four – the American confuses Shakespeare's play with films like *Jaws* and *Terminator*, which have numbered sequels, for example: *Jaws 2*. This joke suggests that Americans know very little about cultures other than their own.

Students check their answers with a partner's. Play the recording again. Students check and, if necessary, correct their answers. Check the answers with the class.

→ a 5 b 3 c 1 d 2 e 4

Optional activity

Ask students to give examples of expressions on the recording which are related in meaning to the key words and phrases they underlined.

Quick filler!

Hadley says *My accent remains mid-Atlantic* (i.e. a combination of American and British). Ask students to listen to the recording again and try to identify the words she pronounces in an American way.

Optional activity

Ask students to think of examples of jokes people in their country make about people in other countries. Do they know any jokes people in other countries make about their country?

Exam training True or false?

Again, encourage students to underline key words and phrases in the statements in 4 as they read them through. They can underline words which may cause confusion too.

- 4  2.3 Tell students you are going to play the recording twice. Play the recording. Students write T or F by the statements in pencil.

Tapescript 2.3

I'm a perfumer. I suppose I've been lucky to get a job like this because there are only about 500 perfumers in the entire world. You don't need any particular qualifications – only a good sense of smell.

Well, the company I work for has a branch in Paris, so after I'd been with them for a while I asked if I could be transferred there. I'd always wanted to live there – and, to my surprise, they said 'yes'. It was tough at first because, of course, you need to speak French, and mine wasn't that hot! For the first six months, I felt like a complete idiot and had nothing to say at all.

I'm fine now, though. I've had French lessons and I'm fluent. I can't get rid of my accent, but people tell me that the French like an English accent. Um, I'll never be able to pass myself off as a Frenchman – but that's probably an advantage. I'm a bit of a novelty!

Living in Paris is great. The area I live in is quite trendy – there are loads of restaurants and cafés. The downside is that the traffic is appalling and people are sometimes rude. But that's the same in any big city, isn't it? Another thing is that everyone I meet seems to smoke and I'm trying to give it up, which isn't very easy. But I do still appreciate what a beautiful city Paris is, especially at night.

I was only supposed to be here for eighteen months, but I've been promoted and I'm thinking of staying here permanently. There's a prestige thing, too. If you want to work in making fine perfumes, for big names, then, yes, it's better to be working in Paris!

Language notes

wasn't that hot (informal) – wasn't very good

pass (somebody / something) off as – to represent (somebody / something) falsely as

downside – disadvantage

trendy – fashionable

loads of (informal) – a lot of

Students check their answers with a partner's. Play the recording again. Students check and, if necessary, correct their answers. Check the answers with the class.

- 1 false – you don't need any particular qualifications
- 2 false – he asked if he could be transferred there
- 3 true – for the first six months he felt like a complete idiot
- 4 false – he'll never be able to pass himself off as a Frenchman
- 5 false – he's trying to give it up
- 6 true – he was only supposed to be in Paris for eighteen months

- 5 Put students into pairs to ask and answer the questions. When they have finished, put pairs together to make groups of four to compare answers. Monitor and provide help if necessary. While you are monitoring, make notes of the mistakes that students make. When the activity has finished, write the mistakes on the board (without pointing out who made each mistake – this is not important) and ask the class to correct them.

Exercise 3

- 1 the jokes
- 2 by trying to get rid of her accent, wearing British-style clothes, eating bacon and eggs and watching Neighbours on TV
- 3 very easily
- 4 She has stopped being so sensitive about it.

Exercise 4

- 1 He asked to be transferred.
- 2 It was tough because he couldn't speak French.
- 3 He doesn't like the traffic, he thinks that people are sometimes rude and he finds it difficult because a lot of people smoke.
- 4 Because he's been promoted and he thinks Paris is the best place to be if you want a career in the perfume industry.

Speaking

- 6  Ask two students to read the dialogue in the box out loud. One should be A and the other B. Then play the recording. Answer any questions they may have. Give students a few minutes to think about the questions and about how they can use the expressions in the dialogue box in their answers. Ask them which of the expressions they could use in both a discussion and in a formal written report (*On the one hand ... , on the other hand ...*). Divide students into small groups. Students discuss the questions in their groups. Monitor and make a note of any frequent errors for peer correction later. Groups share their ideas with the class.

Revision idea!

- Ask students to use the expressions in the dialogue box to make sentences that Hadley and Tom might have said, for example:
- On the one hand I'm coming to terms with my 'dual' nationality, on the other hand I still hate jokes about Americans.*
- While I might decide to stay in Paris permanently, I don't think I'll ever marry a Frenchwoman!*

Stimulus-based discussion

- 7 Ask students to look at the photographs and discuss the first two questions as a class. Students discuss the remaining questions in their groups. Ask groups to share their ideas with the class.

Culture notes

The G8 summit is an annual meeting of the eight leading industrialised countries: Canada, France, Germany, Italy, Japan, Russia, UK and USA.

The G8 is not a formal organisation but is more like an informal 'club' which provides an opportunity for the leaders of the member countries to consult on and discuss international economic and political issues. Some people believe it is a selfish and elite club which is only concerned with the economic growth of its members, dominating the rest of the world by globalisation and bullying developing countries.

Fairtrade is an organisation whose mission is to improve the incomes and living standards of tea, coffee, cocoa and sugar workers and small producers in Latin America, Asia and Africa who are often exploited by larger global companies. All Fairtrade labelled products such as tea, coffee and chocolate are guaranteed to have been produced in an environment where people have been paid a proper wage and have been treated fairly.

Language notes

globalisation – the rapid increase in cross-border economic, social and technological exchange. It is a capitalist process.

- Key 1 The people holding the placards are demonstrating against the G8.
The woman on the poster is packing bananas.
- 2 Both images show the negative side of globalisation: the capitalist industrialised nations exploiting the developing and poorer countries.
- 3 and 4 Students' own answers
- 5 Fair Trade is a good example of an organisation trying to protect the rights of developing countries.

Soundbites

As with *Time to talk!*, Soundbites can be inserted into the lesson at any point, although they are particularly useful for rounding off a spread or waking up tired students! Although the keys provide detailed answers, these exercises are designed to practise gist listening: students should not be expected to produce highly detailed responses.

One Vision

Warm-up

Ask students what they know about *Queen*.

Culture notes

Queen was the leading 'glam rock' group in the 1970s and 80s. The four members of the group were Brian May, Roger Taylor, John Deacon and Freddie Mercury. They starred in the Live Aid concert in 1985, and their hit *One Vision*, recorded soon afterwards, reflects many of Live Aid's ideals. The group's career came to an end with Freddie Mercury's death from AIDS in 1991.

- 8 2.5 Play the song. Students complete the gaps as they listen.

- 1 solution 2 world
3 cold wind 4 dark rain
5 hearts 6 celebration

Play the song again for students to check their answers. Students check their answers with a partner's.

Divide students into small groups to discuss the questions. Tell them to refer to the lyrics for help. When they have finished, play the song again for them to listen.

- 1 A united world with a single vision.
2 He dreamt that he glimpsed hope and unity.
3 It was destroyed by a cold wind and dark rain.
4 Students' own answers

Culture notes

There are several echoes of well-known religious and political texts in this song, for example: *one flesh*, with reference to marriage, occurs in the Book of Genesis in the Bible.

I had a dream echoes the words *I have a dream* from a famous speech by the American civil rights leader Martin Luther King.

A dark rain falls is reminiscent of Bob Dylan's *It's a hard rain's a-gonna fall*.

Ask students what other words and phrases from the song might be found in religious and political texts.

Possible answers

No blood, no stain
Give me your hands / Give me your hearts
There's only one direction

Writing a story

A celebration with a difference SB pages 22–23

Warm-up

- 1 Ask students to look at the pictures. Discuss the questions as a class. For question 2 ask students to imagine they are describing how these occasions are celebrated in their country to an English or American friend. For 3, ask students if they sometimes prefer all girls or all boys parties. Why / why not?

- 1 The pictures show a wedding, a graduation ceremony and a christening.
2 Students' own answers
3 Students' own answers

Studying the sample

Understanding the task

- 2 Ask students to read a–f. Give them two minutes to skim read and put the information in order. Students compare their answers with a partner's. Check the answers with the class.

- f, e, a, b, c, d

Using adverbs

- 3 Students do the exercise on their own or in pairs. Advise them to do the ones they find easiest first. Check the answers with the class.

- 1 optimistically 2 gently
3 Unfortunately 4 steadily
5 Eventually 6 miserably
7 ironically 8 hurriedly
9 enthusiastically 10 feebly

Culture notes

North Wales contains the Snowdonia National Park, a beautiful hilly area which includes Mount Snowdon. Unfortunately it is one of the wettest areas in Britain!

Language notes

took a turn for the worse / better – became worse / better. Can also be applied to other things, such as business, or a sick person.

facilities – showers and toilets

head for (informal) – go towards

spots of rain – drops of rain. To spot (with rain) means to rain slightly.

Optional activity

Ask students to work out how the adverbs in 3 are formed from adjectives, and then to divide them into groups according to the way in which they are formed.

optimistic (ally)
enthusiastic (ally)
ironic (ally)
unfortunate (ly)
hurried (ly)
eventual (ly)
gentle (change e to y)
feeble (change e to y)
miserable (change e to y)
steady (ly) change y to i

Ask them what rules they can see.

Steps to better writing

Writing in a suitable style

- 4 Do this exercise orally as a class. Ask students to give reasons for their choices.

- quotes from direct speech
colourful vocabulary
amusing or interesting events
impersonal forms
descriptions of feelings

- 5 Students do the exercise on their own. Check the answers with the class.

Quotes from direct speech: 'Don't you just love the sound of rain on a tent?' 'A few spots of rain can't dampen my spirits ... It's been the best hen party anyone could wish for.'

Colourful vocabulary: Jane announced; a beautiful spot; a gently flowing river; tired and irritable; drizzling steadily; a tremendous struggle; listening miserably to the rain beating down; one of the most uncomfortable nights I have ever spent in my entire life

Amusing events: putting up the tent; sitting in the tent listening to the rain; Sarah's sarcastic comment; the bad night; Jane's comment; the friends' reaction

Impersonal forms: the whole text is written in a very informal, chatty style

Descriptions of feelings: all of the adverbs in 3 illustrate how the friends were feeling

Using gerunds

8 Students do the exercise on their own. Check the answers with the class.

Possible answers

1 going 2 eating 3 putting 4 trying

Using present participles

7 Ask students to read the rule. Answer any questions they may have. Students do the exercise in pairs. Advise them to match the sentences before they start combining them. Check the answers with the class.

Language notes

The term *present participle* is rather misleading as present participles can be used to talk about the past, present or future – see the example sentence.

- 8 1 d We decided to go camping, thinking it would be exciting.
2 b We drove to the campsite, singing as we went.
3 c We put up our tent, shouting instructions to each other.
4 a We sat close together, listening to the rain on the tent.

Using the simple past and the present perfect with superlatives

8 Students do the exercise on their own. Check the answers with the class.

- 7 1 It was the longest journey I have (ever) had.
2 It was the most expensive meal I have (ever) eaten.
3 It was the worst road accident I have (ever) seen.
4 It was the bumpiest road I have (ever) driven along.
5 It was the best celebration we have ever had.

Quick filler!

Ask students to say the sentences in 8 with appropriate expression, for example:

1 – tired 3 – very upset

Writing your story

Exam training Making your writing more interesting

Ask students to look back at the description on page 22 to see how the writer contrasts the group's expectations with the way things turned out.

Ask students to think of examples of things which might make a trip or event turn out in an unexpected way, for example: the weather, getting lost, a power cut, a surprise guest.

Planning

- 9 Students work on their own to plan their story. Remind them to use short forms and abbreviations in their notes. Monitor and provide help if necessary.

Writing

- 10 Students write their stories by expanding their notes. Advise them to use the ideas listed to make their writing more interesting. Remind them to include a variety of vocabulary and structures, for example adverbs of manner, gerunds and the structures they practised in this unit.

Checking

- 11 Students check their stories. Alternatively ask students to exchange their stories with a partner's. The partner should read the story and check it against the list in 11. Invite students to read out the most interesting / amusing stories to the class.

Revision idea!

Ask students to think of some very simple sentences, for example:

Jan read Maria's story.

Alex opened the window.

Write them on the board. Stop when you have five or six sentences. Ask students to choose two or three sentences and make them more interesting by adding vocabulary and structures practised in this section, for example:

Jan read Maria's story eagerly, sitting on the edge of his chair.

Enthusiastically, Alex opened the window. 'It's the most beautiful air I have ever breathed!' he exclaimed.

Let's practise grammar SB page 24

Some or all of these exercises can be given as homework.

Gerunds and infinitives

- | | | |
|--------------|-----------|--------------|
| 1 1 to phone | 2 using | 3 to survive |
| 4 playing | 5 to tell | 6 going |
| 7 to come | 8 drying | |

Verbs followed by gerunds or infinitives

- 2 Students' own answers

A change in meaning

- | | | |
|--------------|------------|-------------|
| 3 1 to bring | 2 going | 3 to revise |
| 4 fixing | 5 telling | 6 to inform |
| 7 restarting | 8 to phone | |

Gerunds after prepositions

- 4 1 Instead of going to the party, I stayed at home.
- 2 After passing his exams, Greg went to university.
- 3 Rachel wasn't pleased about losing her mobile phone.
- 4 Before going to bed, Zoe read a book.
- 5 In spite of losing the game, Paul wasn't upset.
- 6 Karl is keen on playing tennis.

Other uses of infinitives

- 5 1 Sean wanted to know how to send a text message.
- 2 We've decided to go rollerblading this weekend.
- 3 I've arranged to see Lisa tonight.
- 4 Fiona has learned how to drive.
- 5 I need to know who to ask for help.
- 6 Tina showed Mark how to play the computer game.
- 7 Nick wasn't sure where to buy an MP3 player.
- 8 Liz was determined to climb the mountain.

Let's practise skills SB page 25

Speaking

- 6 Student's own answers

Writing

- 7 Students' own answers

Listening

Tapescript 2.6

American psychologists used to believe that positive thinking was the best approach to happiness. Now they think that 'defensive pessimists' may suffer less. Although positive thinking is useful in some situations, cheerfulness can sometimes be taken too far. Pressure to be happy makes some people feel worse instead of better. Being honest with yourself and saying how you feel can be liberating. Instead of trying to persuade themselves that everything will be all right, defensive pessimists anticipate making mistakes. This means that they prepare for every possible eventuality and perform better. For example, when going to a job interview, because they fear things could go wrong, defensive pessimists get up early and leave themselves plenty of time to get to the interview and they prepare for every possible question. As a result, they do better than optimists, who just hope for the best.

- 8 1 false 2 true 3 false 4 false 5 false

Word focus SB page 26

Expressing feelings

- 1 1 horrified 2 lost 3 resented
- 4 overwhelmed 5 bothered
- 2 1 clear 2 go / run 3 go 4 have
- 5 make 6 feel 7 become
- 3 1 happiness 2 responsibility 3 knowledge
- 4 difficulty 5 honesty 6 relief
- 7 intention 8 criticism

Using adverbs

- 4 1 ironically c 2 optimistically e
- 3 unfortunately h 4 hurriedly a
- 5 steadily g 6 enthusiastically d
- 7 feebly f 8 gently b
- 5 1 unfortunately 2 enthusiastically
- 3 steadily 4 optimistically
- 5 gently 6 feebly
- 7 ironically 8 hurriedly

Expressing two points of view

- | | | | |
|----------|---------|---------|------|
| 6 1 hand | 2 other | 3 about | 4 no |
| 5 to | 6 of | 7 for | 8 if |

Reading for pleasure

The life of Pi SB page 27

Tapescript 2.7

Warm-up

Brainstorm animals that can be found in zoos. When you have a list of about ten animals ask pairs of students to choose an animal and discuss the problems of moving it from one zoo to another.

Students read the text (out loud if you prefer or with the recording) and see if any of their ideas are mentioned. Give them time to read the text. Remember that they are reading for pleasure.

Culture notes

This novel, *The life of Pi*, is a story about an Indian family who, after closing their zoo, decide to move to Canada, taking some of their animals with them. Unfortunately their ship sinks and one of the sons, Pi, is the only human survivor on a life raft, accompanied by a Bengal tiger for 227 days.

Language notes

lock, stock and barrel – everything or completely

So-and-so – a way to say any name

Yankees – Americans from the United States

Canuks – Canadians

Your reactions

Before students do the exercise give them two minutes to read the questions and think about their responses. Divide the students into small groups to discuss the questions. Allow a maximum of ten minutes. Ask groups to share their ideas with the class. This may lead to further discussion if there are differences of opinion.

Let's revise Units 1 and 2

SB pages 28–29

Grammar

- 1 1 c 2 c 3 b 4 c 5 a 6 c 7 b 8 a 9 c
10 b 11 a 12 b 13 b 14 c 15 a 16 b 17 b
18 b 19 a 20 c

- 2 1 started, has had
 2 have been waiting, missed
 3 went, have never been
 4 has applied, hasn't had
 5 has just finished, has taken
 6 did you do, started, have been revising
 7 was, still haven't had
 8 have been working
- 3 1 to travel 2 becoming 3 missing
 4 to make 5 feeling 6 to buy
 7 smoking 8 going 9 to phone
 10 being 11 watching 12 to go

Vocabulary

- 4 1 a 2 a 3 b 4 a 5 b
- 5 1 in 2 to 3 on 4 to
 5 of 6 for 7 of 8 for
 9 with 10 from 11 over 12 with
- 6 1 appearance 2 variety 3 reaction
 4 satisfaction 5 assignments 6 commercial
 7 creative 8 photographic 9 attractions
- 7 1 appeal, appealing, appealingly
 2 attract, attractive, attractively
 3 create, creation, creatively
 4 defence, defensive, defensively
 5 protect, protection, protective
 6 variety, varied, variedly
- 8 1 unattractive 2 unclear
 3 inexpensive 4 illegal
 5 immature 6 disorganised
 7 impossible 8 irresponsible
- 9 1 peaceful 2 wonderful
 3 worthless 4 careful / careless
 5 harmless / harmful 6 helpless / helpful
 7 homeless 8 successful
 9 thankless / thankful 10 useful / useless

3 A helping hand

See Unit summary on Contents pages 6–7

The natural world SB pages 30–31

Warm-up

Ask students to look at the pictures and briefly tell you what they can see in each one (*coral reef*, *capercaillie* /,kæpə'keɪlj/, *leopard*). Ask them what the pictures have in common (*they are all under threat of extinction*).

Culture notes

capercaillie – huge gamebird. It was thought to be extinct until the 19th century. Still under threat.

- Put students into pairs to describe the pictures in more detail. Ask if any of them have seen any of the animals and where (they will probably say in a zoo).
- Students do the exercise on their own. Check the answers with the class.

- 1 global warming 2 food chain
3 ecosystem 4 conservationist

Optional activity

Ask students, working in pairs or small groups, to think of other English words connected with the natural world and then to make gapped sentences like the ones in 2. Each pair / group then asks the class to supply the missing word(s).

Reading

Exam training True or false questions

Point out to students that the aim is to get a detailed understanding of the statements rather than just a general idea. Ask students to read each statement in 3 carefully.

- Students do the exercise on their own. Give them a time limit, for example, five minutes. Check the answers with the class.

- 1 true 2 false 3 false 4 true
5 true 6 false 7 true 8 true
9 false 10 false

Language notes

what should have come naturally – what they should have been able to do by instinct

revel in – get great pleasure from

stuff (informal) – sometimes, as here, used instead of a more specific word when the word is not known, or not important. Here Lucy means things or work.

It is little wonder – it is not surprising

calling – profession to which a person feels strongly attracted

Culture notes

She may not talk to the animals like Dr Doolittle – Dr Doolittle is the main character in a popular series of children's books first published in the 1920s. His human patients abandoned him because they thought he had too many pets, so he learnt animal language and treated animals instead.

Quick filler!

Lucy has an unusual job which uses her particular skills. Ask students to think of the job they would most like to do. It can be as specific and unusual as they like. Students describe their ideal jobs in pairs or small groups.

Vocabulary

Animal protection

- Students do the exercise on their own. Check the answers with the class.

1 d 2 f 3 g 4 e 5 b 6 c 7 a 8 h

Words with opposite meanings

- Students do the exercise in pairs. Advise them to match each word before finding the opposites. Make it clear that they need to find and underline words in the text which mean the opposite of the explanations. Remind them to scan the text for the answers. Check the answers with the class.

- 1 self-sufficient, helpless 2 a nasty nature, charming
3 huge, tiny 4 courageous, faint-hearted
5 increasing, decreasing 6 closer, further
7 sociable, solitary 8 violent, gentle

- Students remain in their pairs to do the exercise. Give them a time limit, for example, five minutes, to think of examples. Ask pairs to share their examples with the class. Write the good ones on the board.

Time to talk!

Ask students to read the statements. Give them two minutes to note down their responses. Divide them into pairs or small groups of four or five to discuss their responses. Pairs or groups share their opinions with the class.

Possible answers

Animals which are facing extinction include: black rhino, humpback whale, tiger, panda and chimpanzee. It is important to try and save them because we can never bring them back once they are extinct. Also, it is important to preserve biodiversity (a wide variety of animal and plant species in their natural habitats). If one species becomes extinct, this may result in other species – who perhaps feed on them – dying out as well. Things humans can do to preserve the world around them include: campaigning against harmful activities such as whaling and deforestation; using renewable sources of energy such as wind and wave power; eating organic food; recycling materials.

Ask the class if there are things they would like to do to help preserve the world around them, but are prevented from doing, for example: recycle glass but lack of recycling facilities; use solar panels to heat house but too expensive.

Revision idea!

Ask students to read the article again and find words ending in -ing which are used in the following ways:

in the present continuous

in the present perfect continuous

as nouns

as adjectives

→ **present continuous** – swinging, teaching, doing, contacting, climbing, peeling

present perfect continuous – arriving, setting up, trying, recruiting

noun – calling, training, funding

adjective – charming, growing, performing, touring, over-decreasing, willing

Grammar SB pages 32–33

→ Grammar reference: SB page 136

Habits

Quick quiz

- 11 Divide students into teams of four or five. Tell them that they are going to do a grammar quiz and that one person in the team should note down their answers. Tell the teams to open their books and do the quiz. The team that gets the most correct answers in five minutes is the winner.

- 1 I get up at seven every morning.
2 Jane is never tired at night.
3 Peter is always arriving late.

Ask them if they know why they are wrong. Explain if they cannot give an answer (*the present simple, not the present continuous, is used for things that happen regularly; adverbs of frequency go after the verb to be; annoying habits are expressed by always + the present continuous*).

- 12 Students read the text carefully to find the examples. Ask them to compare their examples with a partner's.

- He often meets statesmen ...
People are always criticising me ...
... he never dresses up.
... he'll turn up wearing

Ask students who they think the famous singer is (*Bono, from U2*).

Present habits

- 13 Students look at the examples and complete the rules.

- 1 present simple 2 present continuous 3 will

- 14 Remind students to skim read the text before completing the gaps. Students do the exercise in pairs. Encourage them to refer back to the rules if they are not sure.

- 1 talks / will talk
2 will tell / tells
3 is
4 will sit / sits
5 will always start / always starts
6 always finish / will always finish
7 always wants / will always want
8 will just smile / just smiles
9 will say / says

- 5 You may want to do the second one on the board as an extra example. Students do the exercise on their own or in pairs. Check the answers with the class.

- 1 He's always making us wait.
2 He's always copying mine.
3 She's always asking to borrow money.
4 Our teacher is always giving us more work.
5 He's always telling bad jokes.

- 6 Students do the exercise on their own and then check their answers with a partner's.

- 1 is always borrowing 2 have always enjoyed
3 ask 4 phones
5 goes

Past habits

- 7 Ask a student to read the text out loud. Then put students into pairs to answer the questions. Check the answers with the class.

- 1 past simple, *used to*, *would* 2 no 3 no 4 infinitive

- 8 Remind students to skim read the text before rewriting it. Students can do the exercise in pairs or they can do it for homework.

- 1 used to live 2 used to go
3 would / used to stay 4 would / used to get up
5 would run 6 would / used to swim
7 would walk 8 explore
9 met 10 would / used to spend
11 became 12 would / used to write
13 would / used to see 14 started
15 got 16 went

Note: it sounds better to vary the answers between *would* and *used to*.

Let's activate

Role play

- 9 Put the students in pairs and tell them to decide who is A and who is B. Ask them to read their role and give them a few minutes to prepare their questions and answers. Remind them to try and use the tenses they have studied in this unit and also to think about their questions and answers in English. Point out that this will make the role play easier and identify any problems with vocabulary before they start. Monitor the pairs as they do the role play providing help where necessary. You may want to ask the better pairs to perform their interview to the class.

Revision idea!

Write these verbs on the board:

believe seem hate promise mean
hear surprise taste disagree sound
deny know see love remember

Tell students that they are not normally used in the continuous form. Ask them to divide the verbs into three groups under these headings:

Mental and emotional states Use of the senses

Communicating and causing reactions

Check the answers with the class.

Mental and emotional states	Use of the senses	Communicating and causing reactions
believe	seem	mean
know	hear	promise
love	see	deny
remember	sound	disagree
hate	taste	surprise

Ask students if they can add to the lists. Can they give examples when any of these verbs are used in continuous forms with specific meanings? For example:

I'm seeing (meeting) the manager this afternoon.

She is tasting (sampling) the wine.

Listening and speaking

Rescue SB pages 34–35

Warm-up

Ask students to look at the picture on page 34 and say what work they think the dogs do. Ask the class to brainstorm other kinds of work that dogs can be trained to do.

Possible answers

help look after sheep; guard buildings; pull sleds; guide blind people and deaf people; check for drugs; entertain (in circuses)

- In pairs students describe what is happening in the picture and answer the questions. Ask pairs to share their ideas with the class.

An avalanche victim is being rescued by a dog.

Possible answers

The man was skiing when there was an avalanche.
He will be taken down the mountain to hospital.

Listening

Exam training Multiple choice questions

Remind students that before they listen to a recording, it is important that they read all the questions carefully and understand as much as they can. They will have to concentrate very hard while the recording is playing, and good preparation will make choosing the right answers easier.

- Give students enough time to read the questions carefully. Tell them you are going to play the recording twice. Play the recording. Students put dots by the answers they think are correct.

Tapescript 3.1

Well, it's Friday morning and here I am high on a windswept craggy outcrop somewhere in the mists above Glencoe in the Scottish Highlands. I'm playing the role of a climber who's taken a tumble and I'm lying 'unconscious'. Never mind my pretend broken hip – if help doesn't get here soon, hypothermia will finish me off. But I can hear an excited bark and yes, it's a warm nose that's nuzzling into me. Well done, Corrie. Clever dog!

So Corrie the search and rescue dog has found his man. I'm here to **cover** the annual assessment weekend of the Search and Rescue Dog Association of Scotland. It's a busy time for all the dogs and **handlers** who want to gain a place on one of the twenty-eight Scottish rescue dog teams. It's a tough test. Rescue dogs have to be trusted with farm animals, they shouldn't be frightened when rescue **flares** go off and they can't afford to be nervous when they're being winched up into a helicopter.

The great thing about these dogs is that they're all pets. Like their owners, all members of the Scottish Mountain Rescue Teams, they're on call to attend any emergency involving people missing in the mountains. Working with the police and the RAF Mountain Rescue Teams, the dogs soon arrive at the site of a search. Last year, 184 Scottish rescue dogs performed more than 53 searches. Because a dog can pick up the **scent** of a person some 500 yards from where they're lying, often buried in the snow, it can save hours of time. It's been estimated that one dog's efforts are equivalent to those of 20 to 40 people! It takes at least two years to train a dog using techniques developed by teams working in British cities during the Second World War.

Today's mountain rescue owes a lot to the foresight of Hamish MacInnes, the leader of the Glencoe Mountain Rescue Team who was invited to Switzerland to see the work of avalanche dogs. He started a training course in Scotland with six dogs and their handlers. Canine search and rescue has come a long way since.

But, watching the dogs Midge, Corrie and Holly at work above Glencoe is a revelation. Somewhere out there, buried deep in a snow hole, is Stuart, Corrie's owner. A sniff here, a scratch there, and in no time they've found him. Lots of praise, a squeaky toy reward and they're happy. It's me next and as I'm lowered into the snow again I can't help hoping that the dogs haven't lost their touch. I needn't worry, though. I'm assured that it'll only be a matter of minutes until a grinning canine face appears above me, looking as if it wants to play. Good girl, Holly. The next round of dog biscuits is on me!

Language notes

craggy outcrop – a high, steep, jagged rock

take a tumble (informal) – fall

The next round ... is on me – Nigel uses an expression which is more commonly heard in a pub. *Round* usually refers to the drinks bought by one person for all the other people in a group, and *is on me* indicates that he / she is willing to pay.

Culture notes

Glencoe – a glen (mountain valley) in western Scotland

Before you play the recording again, remind students to focus on any questions where they are unsure of the answers. Play the recording. Students make their final choice. Check the answers with the class but do not explain them.

- 1 c 2 c 3 d 4 a 5 c

Tell students that you are going to play the recording for a third time. They should try and identify the phrases which indicate the correct answers.

Students say which phrases they identified.

- 1 I'm lying 'unconscious' ... my pretend broken hip
- 2 I'm here to cover the annual assessment weekend ...
- 3 ... all the dogs and handlers who want to gain a place on one of the 28 Scottish rescue dog teams
- 4 ... they can't afford to be nervous when they're being winched up into a helicopter
- 5 ... a dog can pick up the scent of a person some 500 yards from where they're lying

Optional activity

Ask students to listen for these four words in the recording. They are each used in a specific sense.

cover, handler, flare, scent

Ask students to think of an equivalent word or expression in their language, and to provide a definition in English.

- cover** – (of a journalist) to report on an event
- handler** – a person who trains animals, especially dogs
- flare** – a device which produces a bright flame, used especially as a signal
- scent** – smell left behind by people and animals which enables dogs, etc. to follow their track

Expressions

- 3 Students do the exercise on their own or in pairs. Check the answers with the class.

1 f 2 c 3 a 4 e 5 b 6 d

Quick filler!

Ask students to make their own sentences using the expressions.

Weak form words

- 4  3.2 Play the recording. Ask the students to repeat the sentence as a class using the correct stress. Play it again if necessary. Make sure the students understand what *weak* means (the words are not stressed and schwa is used in *the* /ðə/ and *of* /əv/). Ask students to identify the types of words.

- I'm* – contracted *am* (auxiliary)
- the* – article
- of* – preposition

Tapescript 3.2

I'm playing the role of a climber.

- 5 Students do the exercise on their own. Check the answers with the class.

Words likely to be stressed: adjectives, adverbs, nouns, verbs

Words that have weak forms: articles, auxiliaries, prepositions, pronouns

- 6  3.3 Students circle the words on their own. Play the recording. Students underline the weak form words. Students compare their answers with a partner's. Play the recording again for students to check and, if necessary, correct their answers. Check the answers with the class.

Tapescript 3.3 and answers

- 1 All words not underlined should have been circled by students.

- 1 but I can hear an excited bark.
- 2 I'm here to cover the annual assessment weekend ...
- 3 It's a tough test.
- 4 When they're being winched up into a helicopter.
- 5 who was invited to Switzerland to see the work of avalanche dogs.
- 6 It's me next.
- 7 I needn't worry though.
- 8 It'll only be a matter of minutes.

- 7 Ask individual students to read out the sentences. It doesn't matter if they sound slightly unnatural as long as the stress and pronunciation are basically correct. This group of exercises is designed to raise their awareness of weak forms: eventually, they should be able to use them unconsciously. Give students a few minutes to practise reading out the sentences to each other in pairs. Monitor them as they work, correcting any errors in stress and pronunciation.

Speaking

Problem-solving

- 8 Ask students to read through the list of activities. Make sure they know what they are. Ask if any of them have done or would like to do them. Divide students into small groups. Monitor their discussions and help if necessary. Ask groups to tell the class where they are going, how and what they are going to do.
- 9 In the same groups students agree on eight essential items. Encourage them to defend their choices if the rest of the group disagrees. Ask groups to tell the class what they have chosen. Does the class agree that the items are essential?

Role play

- 10 Put students into pairs. If monolingual dictionaries are available, students can use them to check any of the disasters they do not know. Pairs choose one to talk about.
- 11 In the same pairs tell students to decide who is A and who is B. Tell them to read their instructions and to make notes. Give students time to do this and provide help where necessary. Students then perform their role plays. Monitor while they act out their role plays and note any frequent errors for peer correction later. You may want to ask the better pairs to perform their role plays to the rest of the class.

Giving a short presentation

- 12 Ask students to read the questions. Advise them to choose one they feel most strongly about. You may want students to prepare their presentations for homework. Remind them to make notes of what they want to say in English and also to plan how to start and finish well.

Exam training Giving a presentation

Point out that giving a presentation can be quite stressful and that some students might be nervous. Remind them that using props such as pictures, can help focus the presentation and help with nerves.

Students give their presentations. If you have a large class, ask them to do this in groups. Monitor the students, noting the strengths and weaknesses of their presentations. Give them some general feedback, referring to the points in the exam training box. Remind them that presentation skills are useful in any language.

Revision idea!

On the recording, Nigel reports on events as they happen, which means that he uses present tenses a good deal, for example: *I'm playing the role of a climber; Corrie ... has found his man.*

Ask students to make notes for a two-minute report on an event which is taking place as they speak, for example:

a sporting event

the arrival of a celebrity

flying over your town in a small plane

bad weather

a demonstration

Students present their reports to each other in small groups.

Writing an informal letter and notes**A trip to Scotland** SB pages 36–37**Quick quiz**

- 1 Ask students to keep their books closed. Divide them into teams of four or five. Tell them that they are going to do a general knowledge quiz about Scotland and that one person in each team should write down the answers. Point out that there are pictures on the page to help them with the answers. Tell the teams to open their books and do the quiz. Give them five minutes. Ask teams to exchange answers and go through the answers with the class. The team with the most correct answers is the winner.

- 1 Edinburgh 2 whiskey 3 a kilt
4 Burns 5 haggis 6 Lochs
7 bagpipes 8 Ben Nevis 9 Loch Ness Monster

Studying the sample**Understanding the task**

- 2 Ask students to read the extract from the letter.

Language notes

go about (something) – start doing (something)

- 3 Students skim read the reply. Give them about two minutes. Ask them to answer the question and give reasons.

b informal

There are several examples of informal language, for example: *Thanks, great, I can really recommend, looking forward to seeing you.*

There are also several contracted verb forms, which are characteristic of informal writing, for example: *won't, you're.*

Writing notes

- 4 Students do the exercise on their own. Check the answers with the class.

- 1 two seats on the 09.00 train from King's Cross to Edinburgh
Coach B seats 29 and 30
2 the tickets from my flatmate
3 the Lochy Hotel in the centre of Edinburgh for five nights
4 they can organise excursions anywhere in Scotland
I can really recommend the Highlands
Ben Nevis, Scotland's highest mountain
the wonderful scenery of Glencoe, a spectacular mountain valley
Loch Ness – you might see the resident monster

- 5 Students rewrite the sentences on their own. Suggest that they model their notes on Bob's in 4.
- 6 Students exchange their notes with a partner's and check that all the important details have been included. Check the answers with the class.

Possible answers

- 1 accommodation for 10–15 May, Highland Hotel, Aberdeen
- 2 islands off west coast of Scotland – fantastic!
- 3 Skye – most beautiful! Iona – historical!
- 4 to get to islands
– ferry from coast
– bridge to Skye from Kyle of Lochalsh
- 5 Lewis – standing stones at Callanish – very peaceful

Steps to better writing**Levels of formality**

- 7 Students do the exercise on their own or in pairs. Check the answers with the class.

- 1 a1 bF 2 aF b1 3 aF b1 4 a1 bF 5 a1 bF 6 a1 bF

Ask them if they noticed a general difference between the formal and the informal phrases. The informal ones are shorter. This is a tendency rather than a rule but, in general, formal language, much of which is based on Latin, is not as brief as informal language.

Quick filler!

Ask students to find more informal expressions in the letters on page 36 and think of formal equivalents.

Possible answers

really grateful	very grateful
would it be all right for us to ...	would it be convenient for us to ...
thanks	thank you
pay us a visit	visit us
pick up	collect
I can really recommend	I can strongly recommend
looking forward to	I look forward to meeting
seeing you	again
with best wishes	yours sincerely

Optional activity

Tell students that, instead of receiving a letter from his cousins, Bob has received one from a manager of the company he works for, who he has never met. Like Chris and Sarah, the manager wants to visit Scotland for five or six days, and to travel by train.

Ask students to 'translate' Bob's letter into a formal version suitable for his manager. They should start:

Dear Mr Brown,

Thank you for your letter. I was extremely pleased ...

Writing about your own country

- 11 Students do the exercise on their own or in pairs. Ask students to read out their answers to the class.

Writing your letter and notes

Understanding the task

- 9 An alternative to writing about a popular tourist area is to ask students to imagine that their cousins have a particular interest in, for example, wildlife, walking, historic buildings, railways and arrange a 'special interest' tour.

Exam training Including all the necessary information

Remind students to check their notes carefully before they start a composition. While they are writing a composition they will be concentrating on other things such as vocabulary and grammar.

- 10 Ask students to write notes under the headings. If necessary, suggest they use Bob's notes in 4 as a model.

Writing

- 11 Students write their letters in class or for homework. Remind them to include all the important details.

Checking

- 12 Students check their letters. An alternative to students checking their own letters is to exchange them with a partner's and check each other's. It is easy to miss mistakes in something you have written yourself.

Revision idea!

Ask students to think of a country, or region, they would very much like to visit and to imagine they have friends or relatives there. Ask them to write an informal letter, like Chris and Sarah's, saying:

when they plan to arrive; how long they plan to stay; what places / kind of place they would like to visit; how they would like to travel.

Let's practise grammar SB page 38

Some or all of these exercises can be given as homework.

Present habits

- 1 1 Mike will often read for hours.
2 Celia and Sam usually work hard.
3 Kate's brother is always borrowing her bike.
4 They are always very kind, they will help you if they can.
5 Those students are continually talking in class.
6 Paul is always punctual, he is never late.

- 2 1 loves, will go
2 gets up, has
3 doesn't like, will even wear
4 won't do, prefers
5 will chase, sees, will have to, take
6 exercises, will run, will go, has

- 3 1 e They're always saying ...
2 b She's always losing things.
3 c She's always criticising them.
4 d He's always losing things ...
5 f They're always letting me down.
6 a He's always turning up late ...

- 4 1 do you often dream 2 imagine
3 always buys 4 usually buys
5 stops 6 chats
7 are always joking 8 always think
9 starts 10 go into
11 don't spend 12 are always telling

Past habits

- 5 1 used to live 2 used to have
3 would take 4 use to love
5 would chase 6 would try
7 used to come 8 would sit
9 (would) look 10 would / used to give
11 became 12 followed
13 were 14 phoned
15 had to drive

Let's practise skills SB page 39

Reading

- 6 1 4 2 2 and 3 3 2 and 3 4 1

Writing

- 7 Students' own descriptions

Listening

Tapescript 3.4

- Studio:** Rescuers were searching for more survivors last night after tornadoes struck in Oklahoma injuring 800 people. Entire towns have been destroyed as the storm raced across mid-west America. Joe Watson is there. Hello, Joe.
- Reporter:** Yes. Today, thousands of people are relying on emergency shelter, food and water after one of the worst storms in history. Survivors have been telling how they emerged from their basements to find that their houses, and their neighbours houses, had simply vanished. This is how the Mayor of Oklahoma City, Kirk Humphreys, described the scene:
- Mayor:** It looks as if there's been an explosion.
- Reporter:** The town of Moore, just south of Oklahoma City was the worst hit – one resident, Ann Richardson, told me she'd survived by hiding in her storm cellar.
- Ann:** There was no point trying to escape, the only way to protect ourselves was to get underground. When I came out, I looked for my house, but it just wasn't there.
- Reporter:** The weathermen described it as the worst tornado they'd seen.
- Weather:** One tornado was more than a mile wide, it was a 'wall of death'. It was the biggest tornado we've ever seen.
- Reporter:** Chad Harris, who was asleep inside his trailer when the tornado struck.
- Chad:** I'm lucky to be alive. I couldn't believe what was happening. It was a nightmare. The trailer rolled over several times ... It was the most frightening experience of my life.
- Reporter:** And nurse Ruth Hensley sheltered under a bridge in Moore.
- Ruth:** Yeah, I stayed under the bridge, and I watch the tornado pass by. A woman was injured ... I helped her ... her son just flew up into the air, he was pulled right off his feet. His mother managed to hang on to him, and pull him down, but she was hurt, and their house was completely destroyed.
- Reporter:** This is Joe Watson, Oklahoma, returning you to the studio.
- Studio:** Thank you Joe. The storms are thought to have reached F5 level, that's the worst possible for tornadoes. Tell us what that means.
- Weather:** At this level, houses are lifted off their foundations, cars fly through the air, trains are overturned.

- 8 1 false 2 false 3 true 4 true 5 false 6 false
7 true

Word focus SB page 40

Word building

- 1 1 dramatic 2 starvation 3 pollution
4 contribution 5 survival 6 extinction
7 conservation 8 captivity 9 destruction

Environmental problems

- 2 1 d 2 e 3 f 4 b 5 c 6 a
3 1 global warming 2 Acid rain
3 chemical pollution 4 severe drought
5 endangered species 6 oil slick

Adjectives with -less and -ful

- 4 1 helpless 2 harmful / careless
3 harmful 4 homeless
5 successful / helpful / useful 6 successful

Words that go together

- 5 1 help out 2 gave away 3 come up
4 plenty of 5 worthy 6 change

Reading for pleasure

The Thirty-nine Steps SB page 41

Tapescript 3.5

Warm-up

Brainstorm types of novel and write them on the board (*romantic, detective, comedy, drama, thriller, whodunit, horror, action, science fiction, fantasy*). Explain any types that students may not be familiar with. Divide students into small groups to discuss which types of novel they read or would read. Students read the extract (out loud if you prefer or with the recording). Give them plenty of time to do this. Remember that this is reading for pleasure. Ask students what type of novel the extract is from (*detective/thriller*).

Culture notes

The Thirty-nine Steps was written in 1915. It is a thriller, about a Scottish man, Richard Hannay, who moves to London and gets involved in a global conspiracy (the extract in the Student's Book). He hides an American in his flat but the American is murdered and Hannay finds himself part of the problem.

Language notes

dash and bolt – both ways of moving quickly
rattled – nervous
a handy man – skilled

Your reactions

Before students do the exercise give them two minutes to read the questions and think about their responses. Divide the students into small groups to discuss the questions. Allow a maximum of ten minutes. Ask groups to share their ideas with the class. This may lead to further discussion if there are differences of opinion.

4 Media matters

See Unit summary on Contents pages 6–7

The trouble with TV SB pages 42–43

Warm-up

- Students discuss the first four questions in their groups. Discuss their answers and attitudes as a whole class. Have a quick show of hands to find out how many of the class could spend a month without TV. Ask these students what they would do instead.

Reading

- Give students a time limit to skim read the article, for example, three minutes. Ask students to suggest criteria for choosing the best title. Possible suggestions include:
it reflects the article's main point. (life is difficult without TV)
it reflects the article's style. (informal, light-hearted)
it catches the reader's interest.

Students choose the best title. Check the answer with the class and ask students which parts of the text helped them make their choice.

- No TV, no problem?* is probably the best answer. It reflects the article's main point and style, and the reader is likely to be interested in finding out the writer's response to the question – i.e. is living without TV a problem? The other two titles do not reflect the main point of the article, although this could be changed by adding question marks. Also, they fail to reflect its informal style. They are rather boring statements, and may put readers off by reminding them of the kind of 'good advice' issued by authorities.

Language notes

- bottom line* – essential point (originally meant the last line of a profit-and-loss account, showing the final profit or loss)
- edge* – nervous (also on edge)
- downcase* (informal) – sad person
- comfort food* – food like chocolate and cakes, which people eat when they are depressed

Quick filler!

Ask students to give examples of things they would find it difficult to do without, for example: mobile phone, books, computer, CD player.

Exam training Multiple choice questions

- Tell students to follow the instructions carefully when doing 31. They should read the questions only, then read the text. Students read the options and refer back to the text to underline the parts that helped them make their choice.

- Students do the exercise on their own. They compare their answers with a partner's and check whether they underlined the same parts of the text. Check the answers with the class.

- (Many problems would have been avoided if people had spent their time watching TV.)
 - (... to spend a whole month without TV, ...)
 - (... it gives hours of good quality entertainment for little cost.)
 - (... everyone watches it far more than they admit.)
- (Day 1 Life is so much better without TV The second week was just dull.)
- (I joined Britain's long-distance lorry drivers and shop staff in listening to the radio.)
- (I got flu and had to spend a day at home.)

Optional activity

The writer uses exaggeration to make his point in a lively and amusing way. This is known as hyperbole. Ask students to read the article again and find examples of exaggerated statements, which the reader is not meant to take literally.

Many problems would have been avoided if people had spent their time watching TV.

... at least two-thirds of conversations begin 'Hey! Did you see ... the other night?'

Life in Britain came to a complete halt that day.

... I stared out of the window watching the rest of the population hurrying home to watch the matches.

Then total disaster struck. I got flu ...

Despite the thrill of comfort food and reading the newspaper in bed with the central heating on, ...

... each minute took twice as long as the preceding one.

... like a drowning man finding dry land, I leapt in front of the set and grabbed the remote control as if it was pure gold!

Ask students if they can think of other examples of hyperbole, in both English and their language.

Vocabulary

- Give the students a time limit of 4 or 5 minutes, otherwise they might not scan but read every word. Point out that the words in the text may not be in the infinitive.

- prove
 - avoid
 - admit
 - stare
 - struck
 - leap
 - grab

- Students refer back to the article and check the meaning of the phrases. Advise them to scan the text to find and underline each phrase before choosing the meaning. This will help them understand the word in context.

- a
 - b
 - a
 - b
 - b

TV and radio

- Put students into pairs or small groups to discuss the meanings and write a short definition of each one. Students can use a monolingual dictionary if necessary, but don't give them out until they have written as many definitions as they can.

Time to talk!

For the first question brainstorm types of TV programme with the class and write them on the board. Some ideas are: *music programme, current affairs programme, chat show, soap opera, quiz show, news broadcast, sports programme, documentary, drama, film, special interest, cookery, gardening.*

Ask students to read the rest of the questions. Give them two minutes to note down their responses. Divide them into pairs or small groups of four or five to discuss their responses. Pairs or groups share their opinions with the class.

Revision idea!

Ask students, working on their own or in pairs, to write three or four more multiple-choice questions for the article. If you think they need help, you could give them questions, for example: *What made the writer volunteer to live without TV?*

Ask them to write the correct answer and three distracters. Advise them to think of different wording to that in the text for the correct answer, for example:

He quarrelled with his mother and father.

not

He had an argument with his parents.

Select the best questions written by the students and use them for a class test. Writing their own multiple-choice questions can give students a better understanding of this type of question.

Grammar SB pages 44–45

► Grammar reference: SB page 136

Relative and noun clauses

Quick quiz

- 1 Treat the quiz as a short diagnostic test. Give students a time limit, for example two minutes, and tell them they mustn't look at the Grammar reference. Also point out that the mistakes are both grammatical and in punctuation. Check the answers with the class.

- 1 This is the advertising agency **whose** first advert was so successful.
- 2 London, where I was working for two years, has many good advertising agencies.
- 3 This is the advertisement **which / that** I was talking about.
- 4 Can you tell me **where the station is**?
- 5 Do you know if James **is coming** to the party?

Practise any points students are unsure of.

- 2 Students compare the advertisements in pairs. Pairs share their ideas and reasons with the class.

Possible answers

These days the polar bear advertisement would be more effective, as the other one looks very old-fashioned.

- 3 Ask students to skim read the questionnaire and find the answers to the questions as quickly as possible. They should raise their hands when they have answers, and be able to support them with reasons.

- 1 over-weight, unfit

- 2 To find out about the reader's attitude to food and exercise.

Now you can let them answer the questionnaire in pairs and discuss their answers.

Defining and non-defining relative clauses

- 4 Students do the exercise on their own. Ask them what pronouns help them to identify noun and relative clauses (*what, who, which, that, whose, where*). Warn them that sometimes one clause can contain another.

- where someone offers you peanuts and crisps (1, 3)
- who points out that you now have more fillings than teeth (1, 3)
- who is a fantastic cook (2, 4)
- that you know isn't going to come (1, 4)
- whose dog you adore (3)

- 5 Students work in pairs to complete the rules.

- 1 essential 4 extra

- 6 Students discuss the sentences in pairs. Remind them to refer back to the rules in 5 if necessary.

- 1 a *who were invited to the promotion* defines which customers received a free gift.
Customers who were not invited to the promotion did not receive a free gift.
- 1 b All the regular customers received a free gift – *who were invited to the promotion* is additional information.
- 2 a *which was parked in front of our house* defines which car is being talked about and distinguishes it from other cars parked in the street.
- 2 b The focus in this sentence is not on which car, but on its colour. *which was parked in front of our house* is additional information.

Language notes

One way of deciding whether a relative clause is defining or non-defining is to say the sentence without the relative clause, and then decide if you need to ask a question about it, for example *Mr Smith is the man*. Which man? *The man who helped me*. *My brother lives in Paris*. (No question needed.)

- 7 Students discuss the questions in pairs.

- 1 1a and 2a because they are defining clauses
- 2 Yes, in 1a and 2a (see point 3 in exercise 5)

Quick filler!

In spoken English, even if the words are exactly the same, you can usually tell the difference between a defining and a non-defining relative clause by the way the sentence is spoken. In the case of a non-defining clause, the speaker usually pauses slightly where the commas are. Also, a non-defining clause is not stressed as much as the rest of the sentence. Ask students to practise saying this sentence, making the relative clause both defining and non-defining: *The car (,) which was parked in front of our house (,) was bright red.*

Noun clauses as subject and object

- 8 Students do the exercise on their own. Check the answers with the class.

➤ 1 object 2 subject

- 9 Students do the exercise on their own. Check the answers with the class.

➤ 1 e 2 a 3 d 4 b 5 c

Noun clauses after indirect questions

- 10 Ask a student to read sentences a to c out loud. Students answer questions 1 to 3 in pairs. Alternatively if you feel your class is strong enough, answer them orally as a class.

- 1 In the first part of each question subject and verb are in the normal order.
2 In the second part, subject and verb are inverted.
3 *Can you tell me*

- 11 Students do the exercise on their own. Check the answers with the class.

- 1 Do you know where Maggie goes to school?
2 Can you tell me what the population of Ireland is?
3 Do you know if Sylvia has phoned?
4 Do you know if Manchester United won the match?
5 Did you notice if Mark bought any bread?
6 Do you know how they travelled to Kenya?

Let's activate

Advertising slogans

- 12 Divide students into small groups of four or five. Tell them to read the slogans and make sure they understand them. Students discuss the questions in groups.

Language notes

counts – is important

Culture notes

The stuff dreams are made of is similar to words from a famous speech by Prospero in Shakespeare's *Tempest*: ... *We are such stuff, as dreams are made on*, ...

- 13 Still in their groups, students think of three products they like and know well. It might help to brainstorm products before students start. Students write their own slogans. Remind them that slogans are often written in informal idiomatic language, and are sometimes based on famous quotations. Groups can either read out their slogans to the class or alternatively, fix a large sheet of paper to the classroom wall and ask students to write them there.

Revision idea!

Ask students, in their reading in English over the next few days, to collect examples of relative and noun clauses. They should try and collect as wide a variety of types as possible, for example, defining relative clauses with different pronouns. They should write the clauses down and identify what type they are. Ask them to bring their collection to the next lesson and share them with the class.

Listening and speaking

The power of the press SB pages 46–47

Warm-up

- 1 Ask students to look at the picture and answer the question.

- Two newspapers (*The Guardian*, *The Sun*) and a magazine.

Ask students if they know how the two newspapers are different from each other (size; amount of text in relation to photos; type of headline; style of reporting).

Culture notes

In Britain there are two main types of newspaper, broadsheets and tabloids. These names originally referred to their size, but have come to refer to their content as well. Broadsheets used to be large (about 38 by 61 cm) and they contain in-depth news reports and comment, such as *The Guardian*. Tabloids are traditionally smaller (about 30 by 40 cm). They are designed to appeal to a mass readership and are usually characterised by an emphasis on photographs and sensational stories about, for example, football and pop stars, and the royal family. *The Sun* is a tabloid.

Ask students which newspaper in the pictures is a broadsheet, and which a tabloid.

- 2 Students discuss their reading habits in their groups. Ask the groups to share what they have found out with the class. Which are the most popular newspapers and magazines in the class? What kind of articles do students find interesting / boring?

Listening

Exam training Multiple matching

Remind students of how important it is to read each statement carefully and to underline key words and phrases that may help them to choose their answers.

- 3  4.1 Ask the class if any of them look at news sites on the Net. What do they think of them? Do they prefer them to traditional newspapers and magazines? Give students enough time to read the statements carefully. Tell students you are going to play the recording twice. Play the recording. Pause it briefly between each speaker so students can skim read the statements, choose their answers and cross out their chosen options.

Tapescript 4.1

Speaker 1: Jessica Leeman

We choose the most up-to-date news first from what we've read in the papers or magazines. Then we use the Internet to get more information, but it can be hard to track things down, unless you know exactly what you're looking for. Newspaper archives on the Web are excellent, but I don't think the Web has changed the way people get their day-to-day news – well, most people in this country read about current events on the train or over breakfast. Where the Web's had a huge impact is in getting more information about what you've already read.

Speaker 2: John Woodcock

I don't spend hours surfing the Net for news. The print version is still superior. Some web sites are worth a glance but they don't yet have the same in-depth coverage as most magazines and papers. In future, I think the Net will allow greater diversity of interests. But access isn't advanced

enough yet to make it as user-friendly as picking up a magazine or paper. But that's changing all the time. I do think newspapers and magazines will still be around in 10 years' time, in the sense that they'll still be brand names, but the move to electronic media will continue.

Speaker 3: Chris Campbell

Once the Internet moves into mainstream television broadcasting, a lot of the text-based news services on the Net will become obsolete. The Web's role as a news provider will become less important as the entertainment industry moves into interactive broadcasting. Newspapers and magazines in their traditional form will then become more relevant as they'll be the only place you can find news without being constantly bothered by advertising. Frankly, my job involves spending so much time in front of computers that I avoid using the Net for fun!

Speaker 4: Richard Colebourn

I read some newspapers and magazines in print and others on the Internet. Within 10 years, I think on-line operations may become even more important within media organisations because the Internet has the advantage of speed. When major stories break, people will go straight to the Web, as they go to news channels now. But I'm still unsure about claims that the Internet will kill off broadcasting, or the press. TV and radio are convenient and comfortable – and picking up a newspaper or magazine is far more enjoyable than reading from a screen.

Speaker 5: Jonti Small

Newspapers and magazines needn't be too worried. I think new technology will supplement rather than replace them – at least while computers are less pleasant or convenient. Some websites are good and their information's reliable – although information found on most Internet sites can't be relied on! But they're a resource, rather than a habit – like taking a newspaper or buying your favourite magazine. Once they start to offer something noticeably different, then the future will become more interesting. The way in which the Net develops will shape how we see and receive our news and information about what's going on in the world.

Language notes

track (something) down – to find (something) by searching

break – (of a news story) become known

- 4 Play the recording again. Students check and correct their answers. Check the answers with the class.

1 c 2 f 3 a 4 g 5 i 6 e 7 b 8 j
9 d 10 h

Optional activity

Play the recording again. Ask students to make notes on the changes which the student journalists think are likely to happen in the news media in the next ten years. Students share their answers with the class. Write the main points on the board, for example:

The Net will allow a wider variety of interests.

Newspapers and magazines will still exist, either in their traditional form or as brand names.

Does the class agree with the student journalists?

Using stress for meaning

- 5  4.2 Explain to students that they are going to hear the same sentence repeated five times. Point out that the only change made each time will be to the words which are stressed. Explain that these differences change the meaning of the sentence each time. Give students time to read the meanings. Play the recording. Pause it briefly between each sentence so students can choose their answers.

Tapescript 4.2

- Sentence 1 I don't spend hours surfing the Net for news.
Sentence 2 I don't spend hours surfing the Net for news.
Sentence 3 I don't spend hours surfing the Net for news.
Sentence 4 I don't spend hours surfing the Net for news.
Sentence 5 I don't spend hours surfing the Net for news.

Check the answers with the class.

1 e 2 c 3 a 4 d 5 b

There is a general principle which students may have used when choosing their answers. Ask them what it is (all the statements in the Student's Book begin with *but*, which indicates a contrast. The word or phrase in the sentence which directly contrasts with one in the statement should be stressed).

- 6 Put students into pairs. Either ask the pairs to read out one sentence each in different ways or, if you think they need more practice, ask them to take turns reading out both sentences. Suggest that they underline the words in the statements that should be contrasted, for example: *but newspapers won't.*

Monitor the pairs as they work, helping them to self-correct any mistakes.

- | | | |
|----------------|-------------|--------------|
| 1 a newspapers | b after | c important |
| d friends | e know | |
| 2 a less | b new-style | c colleagues |
| d now | e sure | |

Speaking

Stimulus-based discussion

- 7 Put students into pairs to discuss the questions. Monitor and provide help where necessary.

There must have been discussion about the accuracy of press reports and the government is accusing the press of distorting information. A survey shows that most people believe neither the government nor the press. Women are more likely to doubt what they read and what the government says than men. More people are inclined to believe what they read in the papers than what the government says. There is very little difference between women and men on this point.

- 8 Before students give their presentations, tell them to read the Exam training box. Students give their presentations in their groups. The other members of the group should check that the student giving the presentation follows the suggestions in the Exam training box.

Exam training Speaking to an audience

Monitor students to see how loudly they speak and how well they maintain eye contact. If students are nervous, they may find this difficult. Remind them that choosing something they feel strongly about or know a lot about will help them to feel more confident.

Discussion

- 4 Ask two students to read the dialogue in the box using appropriate stress and intonation. One should be A and the other B. Then play the recording. Answer any questions students may have. In the same presentation groups, students think about learning methods and try to come to a decision on the best way to learn. Remind students to use the expressions in the dialogue box. Monitor and make a note of any frequent errors for peer correction later.

Quick filler!

Make some controversial statements, and ask individual students to agree or disagree with you using phrases from the dialogue box, for example:

T: *There should be Oscars for teachers, not film stars!*

S: *Actually, I'm not sure if I agree with that.*

T: *Magazines about pop stars are a waste of paper!*

S: *You have a point there but ...*

Revision idea!

Bring some newspapers and magazines published in the students' country and language to class. Ask students, working in groups, to find stories about things which have happened in their country which they think would interest an international audience. Ask them to prepare a two-minute TV news item in English on the story they have chosen. It can either be a serious item, or one characteristic of a tabloid newspaper.

Writing a description of an event

A school trip SB pages 48–49

Warm-up

- As a class brainstorm the kinds of trips students can go on. Make sure students understand that they should think of school-organised trips.
- Discuss question 2 as a class. Encourage students to give reasons for their answers.

Studying the sample

Understanding the task

- Ask students to look at the questions and then skim read the two articles. Give them about two minutes. Check the answers with the class.

- 1 a article 2 b article 1
2 a article 2 b article 1

Ask students which phrases helped them answer question 2. (Article 1 – *We all started to ask the teachers: Where are we going next year?*; Article 2 – *my students*)

Language notes

a wonderful time was had by all – everybody enjoyed themselves. We do not usually use *all* on its own to refer to everybody, but this idiomatic phrase is an exception. *A good time was had by all* is another version. This phrase is often found in this kind of context.

Looking at content detail

- Students read the texts in more detail. Advise them to underline the parts of the text that give them the answers. Students answer the questions in pairs. Check the answers with the class.

Possible answers

Text 1 They went to the Science Museum, they visited the Flight Gallery and the Secret life of the Home Gallery, they got stuck in traffic

Text 2 They went to the MUN conference in the Hague, they had to work from 9 to 5, they made new friends

Both the writers feel enthusiastic about the trips. (Article 1 – 'it was a very enjoyable trip'; Article 2 – 'a wonderful time was had by all')

Steps to better writing

The right word

- Ask students to do the exercise on their own. Remind them to do the ones they find easiest first. Students check their answers with a partner's. If monolingual dictionaries are available, ask them to check the meanings of any expressions they are unsure about. Check the answers with the class.

- 1 without doubt 2 All in all
3 apart from 4 Unfortunately
5 This year 6 in high spirits
7 The first day 8 Nevertheless
9 According to 10 on their return

- Students check the meanings in pairs. Tell them to look at the context in which they are used in the articles if necessary. Explain that seeing a word in context can often help with understanding.

- 1 b 2 a 3 a 4 b 5 a 6 a

- Students do the exercise on their own. Looking at the way the expressions are used in the articles and checking the definitions in 6 may help them. Ask individual students to read out their sentences. Write good examples using each expression on the board.

Using different verbs to give information

- Students do the exercises on their own. Many of the words appear in the articles, so looking at the way they are used there may help them. Students can use monolingual dictionaries. Check the answers with the class.

- gather** – come together in one place
allocate – distribute something officially to somebody / something for a special purpose
represent – be a member of a particular group and be present to speak or act on its behalf
establish – begin something on a firm or permanent basis
devote – give time or energy to somebody or something
encourage – give support or confidence to somebody
achieve – succeed in reaching a particular goal
apply – make a formal request
select – choose somebody / something carefully, especially as being the best or most suitable
maintain – cause something to continue

- 9 Students complete the sentences in pairs. Check the answers with the class.

- 1 gathered 2 selected
3 applied 4 represented, allocated
5 established, maintain 6 encouraged
7 devoted 8 achieved

Quoting direct speech

- 10 Students do the exercise on their own and then check their answers with a partner's. Check the answers with the class.

- 1 colon 2 comma

- 11 Students put the correct punctuation into the sentences. Students check their answers with a partner's.

- 1 This was one of my grandfather's favourite sayings: 'It's never too late to learn.'
2 Every time I saw my grandfather, he asked me: 'Have you got a boyfriend?'
3 'Time flies,' my grandfather used to say.

- 12 Students do the exercise on their own and then compare their punctuation with a partner's. If you have an overhead projector, the easiest way of checking the answers with the class is, before the lesson, to copy the article as it appears in the Student's Book onto a transparency. Ask students to tell you where to put the punctuation marks and add them to the transparency, preferably in a bright colour.

- A former Woodside Park student, Roger Morton, has written a book, *Never Say Goodbye*, which is about to be turned into a major feature film. 'I had written a couple of chapters at school just for fun,' says Roger, 22, of Hillcourt Road, London. 'I came out of university and ended up with a job I didn't want – just to earn money,' Roger explained. 'After about six months, I'd saved enough money to go to Australia.' While he was there, Roger started writing his first proper notes on scraps of paper. Roger said: 'I just thought up unusual stories, wrote a few chapters and left it at that.' Now, Roger's book is about to make it to the cinema screen.

Writing your description of an event

Planning

Exam training Timing your writing

Remind students that, in an exam, they need to allow time for planning and checking as well as writing. While they are doing this task, give them a time limit to work to. If they do not finish their article within the limit, suggest that they do two things:

- Go on and complete the task, but make a note of how far they had got when the time limit was reached.
- When they have completed the task, think about the stages where they took too long.

- 13 Students choose their topic. Remind them to choose one they know something about as this will make their writing easier, more confident and more interesting.

Writing

- 14 Students make notes in class under each heading. Monitor and provide help where necessary. Remind them to make notes in English. When they have finished, ask them if they feel they were too slow or too quick. Point out that in an exam it can be sensible to spend time making good, organised notes in English as this can make the writing stage much easier and quicker. Students write their articles in class as you will be timing them. Remind them to use the language and expressions from 5 and 6.

Checking

- 15 Collect the students' articles and redistribute them. They should now think of themselves as the editor of a student newspaper and not only correct any mistakes in grammar and / or punctuation, but (politely) suggest changes in content where, for example, they think information is unnecessary or not interesting enough.

Revision idea!

Write one of the articles on page 50 on the board without any punctuation. Ask the class to punctuate it correctly by inviting students one at a time to come to the board and add a punctuation mark.

Let's practise grammar SB page 50

Some or all of these exercises can be given as homework.

Relative and noun clauses

- 1 that I want to buy (defining)
2 which is on every Thursday (non-defining)
3 who is a TV producer (non-defining)
4 which was taken by Man Ray (non-defining)
5 where you used to work (defining)
6 who is an actor (non-defining)

- 1 that 2 who 3 who 4 whose
5 where 6 when 7 where 8 which

- 1 who / that 2 which 3 who / that
4 which 5 that / which 6 when
The pronouns can be left out in sentences 1, 3, 5 and 6.

- 1 The restaurant, which is a favourite with celebrities, is very expensive.
2 Dickens, who wrote *Oliver Twist*, lived in London for many years.
3 The movie, which was a great success, was filmed in Argentina.
4 This is the country house where I was born.

Noun clauses as subject and object

- 1 I know where you are going.
2 I don't believe what Jade told me.
3 What you are suggesting is a good idea.
4 People are often bored by what they watch on TV.
5 I understand why people love playing computer games.
6 I don't know what you are angry about.
7 I've heard that our neighbours are moving.
8 What Mark is telling Sam is interesting.

Noun clauses after indirect questions

- 6 1 Do you know where the post office is?
- 2 Can you tell me if you are going on holiday next month?
- 3 Do you know who that man is?
- 4 Did you notice if Mark came to the meeting?
- 5 Can you tell me how much this jacket is?

Let's practise skills SB page 51

Reading

- | | |
|--------------------------------|---------------------|
| 7 1 No | 2 Yes |
| 3 Yes | 4 Up to £1,000 |
| 5 £116 | 6 Yes |
| 7 Yes | 8 1 year |
| 9 Students who live on campus. | 10 on 0870 241 5973 |

Listening

Script 4.4

Speaker 1

I think it's true to say that the most popular programmes on television are soap operas. People think of them as escapism, but this isn't necessarily the case. The stories in soaps often reflect reality. They show people in difficult situations such as divorce or death, and how they cope. I think they show you what to do and what not to do in certain situations.

Speaker 2

Nowadays, with digital TV, people have hundreds of channels to choose from and far more soap operas to watch. The problem is that many channels could show endless re-runs of poor-quality soaps which sensationalise, trivialise and generally set a bad example. They use shocking or controversial storylines to attract viewers, and, worryingly, many of these viewers are children.

Speaker 3

Soaps are really popular with teenagers. In fact more teenagers watch adult soaps than watch children's programmes. Young people also use catchphrases from American and Australian soap operas, such as 'that is not true', 'I'll get it sorted', and 'no worries, mate'. And a recent survey found out that teenagers were more familiar with the American police emergency number 911 than our own 999!

Speaker 4

I love soap operas and so do my children. Because some things, such as bullying or relationship problems, are dealt with in soaps, they feel they can talk more easily about these issues. I also think soaps can be very moral. All in all they set a good example – the good guys always win and the bad guys are always punished.

- 8 Speaker 1: b h Speaker 2: g e Speaker 3: f c
Speaker 4: a d

Writing

- 9 Students' own answers

Word focus SB page 52

Verbs with different meanings

- 1 1 a proved (e show something is true)
b proved (g turn out to be)
- 2 a avoid (c prevent)
b avoid (d keep away from)
- 3 a strike (h attack suddenly)
b was struck (f hit something)
- 4 a maintained (b say something is true)
b maintain (a keep in good condition)

Newspapers

- | | |
|-------------------------|-------------------------|
| 2 1 tabloid | 2 broadsheet |
| 3 headline | 4 editorial |
| 5 feature | 6 gossip column |
| 7 foreign correspondent | 8 columnist |
| 3 1 gossip column | 2 columnist |
| 3 headline | 4 tabloids |
| 5 editorial | 6 foreign correspondent |
| 7 feature | |

TV programmes

- 4 1 b 2 e 3 h 4 d 5 f 6 c 7 a 8 g

Culture focus

Young people, new media SB page 53

Warm-up

Ask students to work in small groups to write a list of different ways that they get information, for example: *TV, newspapers, radio, magazines, the Net*. Ask groups for their ideas and make a list on the board. As a class put them in order of popularity amongst the class.

Optional activity

Ask students to scan the text to see if any of their ideas are mentioned, or if any are mentioned that they didn't think of.

Language notes

counterpart – a person or thing identical to another

- 1 Give students plenty of time to do the exercise on their own before comparing their answers with a partner's.

- | | |
|-------------------------------|------------------|
| key 1 safety outside the home | 2 two and a half |
| 3 five | 4 television |
| 5 early teens | 6 nine p.m. |
| 7 cost | 8 parents |
| 9 flexible and important | |

Talking about your country

- 2 Before students do the exercise give them time to read the questions and think about their responses. Divide students into groups of four or five. Monitor the discussions and help with vocabulary if necessary. Allow a maximum of ten minutes. Groups share their ideas with the class. This may lead to further discussion.

Let's revise Units 3 and 4

SB pages 54–55

Grammar

- | | |
|-----------------------|---------------------|
| 1 1 will dance | 2 get, go, come, do |
| 3 is always borrowing | 4 Do you go |
| 5 will talk | 6 is always asking |
| 2 1 used to / would | 2 used to be |
| 3 used to / would | 4 used to / would |
| 5 used to | |

- 3** 1 This watch, which my boyfriend gave me, was a birthday present.
 2 The school which my sister goes to has over 1,000 students.
 3 Peter, whose father is in advertising, is 15 years old.
 4 I bought these books, which are very old, in Paris.
 5 That is the sports club which has an Olympic swimming pool.
 6 I bought my new dress, which is pale blue, in a sale.
 7 The hotel where we stayed in Budapest was expensive.
 8 My neighbour, who helped me in the garden, is very nice.

4 1 b 2 e 3 c 4 a 5 d

- 5** 1 I don't know why you want to go skiing.
 2 I don't know where my friends have gone.
 3 They asked us to complete a questionnaire.
 4 I don't know who left behind their dictionary.
 5 I remember where I put my glasses.
 6 I understand why Peter is upset about his exam results.

6 1 in 2 of 3 on 4 to 5 as 6 with

Vocabulary

- 7** 1 survival 2 contribution
 3 extinction 4 pollution
 5 captivity 6 conservation

- 8** 1 remote control 2 channels
 3 video, record 4 satellite
 5 programme 6 aerial
 7 transmitter 8 recording studio

- 9** 1 slogan 2 press
 3 magazines 4 article
 5 Internet 6 headlines
 7 tabloid 8 gossip columns

- 10** 1 a 2 c 3 b 4 c 5 a 6 b 7 b
 8 a 9 b 10 c 11 a 12 a 13 c 14 b

5 Success stories

See Unit summary on Contents pages 6–7

Out of India SB pages 56–57

Warm-up

Before they open their books, divide students into two teams and ask each team to brainstorm films they have seen or know about that are not either British or American. Give them a time limit of 2 minutes and tell one member of each team to list the films. Ask teams to compare lists. Have they got the same films?

- 1 Ask students to look at the pictures and answer the question. If necessary, remind students to use *might* and *could* and adverbs such as *possibly* and *perhaps* when answering the question. Encourage them to think of unusual explanations – they could be right!

Optional activity

Play Hangman using the word *Bollywood*. When students have the answer ask them if they know what it is. Is it similar to any word that they know? (*Hollywood*)

- 2 *Bollywood* is a combination of 'Bombay' and 'Hollywood'.

Culture note

Bollywood is the name given to films made in India and by Indians. The actors are all Indian as are the directors and producers. The films are very elaborate with a lot of drama, singing and dancing. *Bollywood* films have become very popular in Europe over the last few years. The name is obviously very similar to *Hollywood*.

Reading

- 3 Ask students to skim read the text quickly. Give them a time limit of 3 minutes. The answer is in paragraph 5 – she is a film director.

Language notes

hum – low constant sound

temacotta – a red-brown colour

footage – the images contained on a certain length of film

props – furniture, cars etc that actors use in a scene in a film or play

Exam training True or false questions

Remind students to read the sentences carefully and to underline the key information in each one. Point out that all of the information in a sentence needs to be correct for it to be marked *true*.

- 4 Ask students, working in pairs, to answer the questions. Tell them to read the advice in the Exam training box before they start. Check the answers with the class.

- 1 False (reminiscent of *Monsoon Wedding* but not *Hysterical Blindness*)
- 2 False 3 True 4 True 5 False
- 6 True 7 True 8 False

Quick filler!

Ask the students to discuss these questions in small groups:
Would you prefer to be an extra or a main actor?
Would you prefer to be in front of, or behind the camera?
What kind of part would you like to play?

Vocabulary

Film making

- 5 Ask students to scan the text for the words which do appear in the text and to underline them. Make sure they understand that not all of them do (a–f appear in the text). Students write meanings for the words on their own. Monitor and provide help where necessary. Put students into pairs to compare meanings check any words they are unsure of.

Students' own answers but possible meanings are:

- a making films about real life
- b the stories and topics are very emotional, sensitive
- c was given an award
- d people in films who are not trained actors and who do not have a main part, but who appear in films to make up numbers in crowd scenes
- e the first time a film is shown anywhere in the world
- f the actors, dancers etc who are in the film
- g a small amount of money dedicated to a project
- h stories which are different and which other people may not have thought of
- i when everything at the end of a film finishes happily e.g. the lovers are together, someone's life is saved
- j the next piece of work, in this case the next film

Students then complete the sentences in pairs. Check the answers with the class.

- | | |
|----------------------|------------------------|
| 1 next project | 2 picked up an award |
| 3 happy endings | 4 unusual plots |
| 5 appeared as extras | 6 making documentaries |
| 7 powerful subjects | 8 low budgets |
| 9 cast | 10 world premiere |

Time to talk!

Ask students to read the questions. Give them about two minutes to note down their responses. Divide them into pairs or small groups of four or five to discuss their responses. Pairs or groups share their opinions with the class.

Grammar SB pages 58–59

► Grammar reference: SB page 137

Narrative tenses: Past simple, past continuous, past perfect simple and continuous

Quick quiz

- 1 Students do the quiz on their own or in pairs. Give them a time limit, for example, two minutes. Alternatively, ask them to keep their books closed and read out the questions. Check the answers with the class.

1 past perfect 2 past continuous 3 past simple

2 Students decide on the answers in pairs. Check the answers with the class.

a result – so b reason – because, so ... that

3 Students look at the picture and decide what her job is.

Possible answer

She sells popcorn

4 Ask students to skim read the first two paragraphs. Give them one minute to put the events in order. Check the answers with the class.

5, 3, 4, 6, 1, 2

Language notes

get cracking (informal) – begin immediately and work quickly
she got bitten by the business bug – she developed a strong interest in business (We also talk about *the travel bug*.)
hit on – think of a good idea suddenly / by chance

Culture notes

The title of the article *Pop goes the cash till* echoes the title of an old nursery rhyme known to many British children called *Pop goes the weasel*.

Optional activity

Write the numbers or amounts from the article on the board: 26, 3,000, 8,000, a few, a little, 16. Ask students to work in pairs to write the questions for each of these numbers.

How old is Sarah?

How much was her loan?

How much was her business worth?

How many months had she been travelling?

How much money did she intend to make?

How many people had she taken on?

Quick filler!

Give students some examples of words that sound like what they describe. Examples in English include *hiss, bang, rustle, thud*. Ask them what these words have in common (*they are all noises*). Ask them to identify two examples of this kind of word in the first sentence of the article (*popped, cracking*). Ask them why they think these words were chosen (*because popcorn makes this noise in the pan*).

5 Students do the exercise on their own. Remind them to skim read the paragraph before they try to complete it. Check the answers with the class.

1 began 2 approached 3 was
 4 explained 5 became 6 was
 7 decided 8 was doing 9 won
 10 wasn't 11 was working 12 was supervising

6 Students do the exercise on their own. Check the answers with the class.

1 went 2 asked 3 started
 4 had made 5 found 6 had never run
 7 had worked 8 got

7 Students do the exercise on their own. Students check their answers with a partner's. Check the answers with the class.

1 Sarah was able to survive because she had received help from her family.
 2 Sarah became successful after she sold her idea to supermarkets.
 3 When clients came to Sarah's office, they expected to find an older person.

8 Ask students to read the sentences and discuss their answers in pairs. Encourage them to give reasons for their answers. The reasons may be as simple as those with *-ing* are continuous and the rest are simple. Check the answers with the class, asking students to give reasons for their answers if they can.

1 simple 2 continuous 3 simple 4 continuous

9 Students complete the rules. Point out that it may help to look at the sentences in 8 and work out which event happened first and which are complete events. Also remind them that words like *when* can indicate an interrupted action.

1 past perfect simple 2 past perfect continuous

10 Students do the exercise on their own. Check the answers with the class. If students need further explanation, tell them to refer to the Grammar reference section at the back of the Student's Book.

1 had been researching 2 had borrowed
 3 hadn't expected 4 had been working

Adverb clauses

11 Students do the exercise in pairs. Check the answers with the class.

1 f purpose 2 d result 3 b reason
 4 a condition 5 c time 6 e concession

If they need further practice in recognising the expressions used in the different types of clause, write the types of clause on the board and ask them to tell you the expressions, for example:

condition if
 reason because, as, since
 time after, when, while

12 Students do the exercise on their own. Check the answers with the class.

1 because 2 Although 3 so that
 4 While / As 5 so ... that 6 If

Language notes

because, as and *since* can all be used to refer to the reason for something. *Because* puts more emphasis on the reason than *as* or *since*. *As* and *since* clauses usually come at the beginning of sentences, while *because* clauses usually come at the end. *As* can also mean *while*.

TS Students do the exercise on their own. Ask students to read out their sentences to the class.

Optional activity

Ask students to note down the following:

something they have bought recently
a club or organisation they belong to
something they would like to do but can't do at the moment
a bad experience
a good experience

Ask them to write true sentences based on their notes.

Each sentence should contain an adverb clause of a different kind, for example:

I have bought a new calculator because my old one was stolen.

I have joined a gym so that I can get fit.

Students read out their sentences. Alternatively, ask students to write their sentences on pieces of paper, collect them in and read them out to the class. Students guess who wrote each group of sentences.

Let's activate!

Student café

TS Divide students into small groups. Monitor their progress as they make their lists of questions. While you are monitoring, make notes of the mistakes that students make. When the activity has finished, write the mistakes on the board (without pointing out who made each mistake – this is not important) and ask the class to correct them.

TS Tell students to find a partner from a different group. Students ask and answer questions about their café. Continue to monitor the students as they ask and answer the questions. Note any mistakes for peer correction later.

Revision idea!

Write these events from Sarah Renny's CV on the board:

did more research
started working from home importing novelty food
approached big supermarket chain
graduated
went backpacking around Africa
did research
set up her own company
supermarket bought three of her flavours
returned home
won orders from seven big supermarkets
had idea of manufacturing popcorn

Ask students to put them in the correct order and then make true sentences about Sarah using the past simple, the past continuous and the past perfect. Monitor and provide help if necessary.

TS The correct order is:

graduated
 went backpacking around Africa
 returned home
 started working from home importing novelty food
 did research
 had idea of manufacturing popcorn
 set up her own company
 approached big supermarket chain
 supermarket bought three of her flavours
 did more research
 won orders from seven big supermarkets

Listening and speaking

Beating the stereotypes SB pages 60–61

Warm-up

1 Ask students to look at the photographs and in pairs describe what the people are doing and discuss the skills and qualities needed. Ask pairs to share their ideas with the class.

TS mechanic doctor police officer teacher

2 In the same pairs students discuss a to c. Tell them to give clear reasons for their opinions. Ask pairs to share their ideas with the class and to give reasons for their answers.

Exam training Identifying statements the speakers make

Ask students to read the statements in 3. If necessary, remind them that this is not a true / false exercise, but one in which they need to identify the speakers who make the statements. It is important to read the instructions in an exam carefully.

3  5.1 Give students enough time to read the statements carefully. Tell them that you are going to play the recording twice. Play the recording. Students mark as many answers as they can in pencil.

Tapescript 5.1

Darren: Rachel Anderson is Britain's only female football agent. She's also a former journalist who knows the power of the press. Rachel, welcome to the studio today.

Rachel: Hi, Darren. It's good to be here.

Darren: So, Rachel – I've been dying to ask you. How did you become a football agent?

Rachel: Actually, I was doing an aerobics course and I was talking about how the reporters can give players a hard time, even though they're good players and how some players couldn't really deal with the press very well. Anyway, it turned out that footballer Julian Dicks' wife was in the class and she said I was right. She asked me for some advice and pointed out that women were often more successful at handling the press tactfully than men, and, well ...

Darren: So it was quite by accident, really. Things just took off from there, as it were?

Rachel: That's right. They both sort of challenged me to be his agent for a year.

Darren: And what does a football agent actually do? I suspect it's not a nine-to-five job!

Rachel: As a matter of fact, from about seven in the morning to sometimes eleven at night. I talk to loads of people. If a player is happy at a club, I can make their career more successful by

getting them sponsorship. If they're unhappy, I try to find them another club to play for. I always encourage players to have an alternative career – just in case they're injured. It makes sense.

Darren: And, if it's not a rude question, how much do you earn?

Rachel: Anything between twenty-five thousand and a hundred thousand pounds a year, if I'm lucky!

Darren: That sounds like an awful lot of money to me!

Rachel: It does – but you have to remember that I pay all my expenses myself. That includes flights, for example. And I pay five people to work for me on a part-time basis, you know. So, believe me, it's nowhere near as much as it sounds!

Darren: True but even so, it's more than most people make in a year! Um ... have you always liked football?

Rachel: Not at all. My family were all rugby people! But I went to matches with friends and it sort of grew from that!

Darren: But you have played the game yourself, haven't you?

Rachel: Good heavens – not me! I've got better things to do with my time!

Darren: Would you like to see more women working in football?

Rachel: If they're good enough, yes. But like everything else, success depends on how good you are – rather than on whether you're male or female!

Darren: And what does your family think of your career?

Rachel: Oh, they're over the moon. It gives them a lot of street cred because I meet so many famous footballers!

Darren: Rachel, thanks for joining us in the studio today.

Language notes

dying to (informal) – wanting very much to

as a matter of fact – to tell the truth (often used as a filler in spoken English)

sort of – to some extent (often used as a filler in spoken English)

loads of (informal) – a lot of

rugby – a form of football played with an oval ball which may be kicked or carried, named after the public school at Rugby in England where it was first played

street cred (informal) – a way of behaving that is acceptable to / admired by a particular group (*cred* is short for credibility)

Culture notes

... *if it's not a rude question* – In Britain it is usually considered rude to ask people how much they earn.

Students check their answers with a partner's. Play the recording again. Students check and, if necessary, correct their answers. If necessary, play the recording for a third time. Check the answers with the class.

1 D 2 N 3 N 4 D 5 R 6 D 7 N 8 R
9 R 10 R

Quick filler!

Write these phrases on the board:

used to be a journalist

by chance

another job

seems to be making a lot of money

Ask students to identify the phrases on the recording which have the same, or a similar, meaning. You may need to play the recording again.

a former journalist
by accident
an alternative career
sounds like an awful lot of money

4 Before you play the recording again, ask students to work in pairs and try to answer the questions from memory. Play the recording again for students to check their answers. Check the answers with the class.

- 1 She met Julian Dicks' wife and she and her husband challenged Rachel to be Dicks' agent for a year.
- 2 handling the press
- 3 They try to get sponsorship for players or, if they are unhappy, find another club for them to play in.
- 4 She pays for all her flights and she pays five part-time people to work for her.
- 5 They are delighted.

5 Students do the exercise in pairs. They should try and guess what the idioms mean from the context. Ask pairs for their ideas and write them on the board. If monolingual dictionaries are available, ask the pairs to check their answers. Remind them that if they cannot find a definition under the first word they look up, they should look up other words in the idiom, for example *street cred* may be defined under *street* but not *cred*. Check the answers with the class.

- 1 wanting very much to
- 2 make life difficult
- 3 handle or cope
- 4 began to develop very fast
- 5 is sensible or is logical
- 6 a very large amount
- 7 not nearly as much
- 8 a way of behaving that is acceptable to / admired by a particular group

Optional activity

Ask students, working in pairs, to write a short dialogue between an interviewer and a pop star / celebrity using the idioms in 5. The pairs act out their dialogues to the class.

Vowel sounds

6 Write the phonemic symbols for the sounds on the board with an example word, for example:

/hæt/ hat

/bed/ bed

Students match the words on their own. Do not check the answers at this stage.

7  5.2 Play the recording. Pause between each group of words to give students time to check their answers. Check the answers with the class.

Tapescript 5.2

- | | | | |
|---------|---------|------|---------|
| 1 fact | happy | pay | male |
| 2 sense | scene | mean | press |
| 3 women | injured | time | give |
| 4 job | only | from | most |
| 5 rugby | huge | must | unhappy |

- 1 fact, happy pay, male
- 2 sense, press scene, mean
- 3 women, injured, give time
- 4 job, from only, most
- 5 rugby, must, unhappy huge

Play the recording again. Ask students to repeat each group in chorus. Students practise repeating the words in pairs or small groups without listening to the recording. Monitor them as they work, correcting pronunciation if necessary.

Speaking

Exam training Using fillers

Ask students to give examples of fillers they use in their language. It is easy to unconsciously substitute ones we use in our language when we are speaking a foreign language. This can spoil the effect of good pronunciation. Using fillers and connectors in a natural way needs a good deal of practice.

-  Ask two students to read the dialogue box out loud using the correct stress and intonation. One should be A and the other B. Then play the recording. Answer any questions. Divide students into small groups to discuss the question. Monitor to make sure students are using the expressions correctly. Write three headings on the board: *Mostly women Men and women Mostly men*. Write the students' ideas under the headings.

Short presentation

-  If possible, ask students to prepare their presentations for homework. Point out that the person they choose does not have to be famous – it could be someone they know personally. If they want to, they could choose a successful woman in a field dominated by men, or a successful man in a field dominated by women.
-  Students give their presentations and ask and answer questions in small groups. Circulate among the groups, listening to the presentations. Make notes of good points, and points for constructive criticism. Give your feedback to the class.

Soundbites

~~Money~~, money, money

Warm-up

Ask students to think of ways of getting a lot of money very quickly – they don't have to be legal!

-  Play the song. Students listen and complete the lyrics. Students check their answers in pairs. Play the song again for students to check their answers. Check the answers with the class if necessary.

Language notes

If I got me a wealthy man – If I got myself a wealthy man. The use of *me* as a reflexive pronoun is found in some dialects.

Have a ball – have a very good time

Find me attractive

Win a fortune in a game – win a fortune by gambling

- | | | |
|---------|---------|-----------|
| 1 bills | 2 penny | 3 wealthy |
| 4 rich | 5 money | 6 fortune |

Divide students into small groups to discuss the questions.

-  1 They work very hard, but never have enough money left to enjoy themselves after they have paid their bills.
2 Finding a rich man who is willing to spend his money on them. (They also think of going to Las Vegas or Monaco and winning a fortune by gambling.)
3 Because he probably wouldn't find them attractive.
4 Students' own answers

Revision idea!

Play the recording from 3. Ask students to call out 'Stop!' when they hear Darren or Rachel use a filler or a connector. Ask them to repeat the phrase or sentence, using the same pronunciation and intonation.

Writing an essay arguing for and against

SB pages 62–63

Language notes

cloning is pronounced /kləʊnɪŋ/.

Warm-up

- 1 Ask students to look at the picture and to tell you what they know about Dolly.
-  She is the first animal to be reproduced by cloning.
- 2 Take a class vote on the correct definition of *cloning*.
-  a creating a person or thing identical to another

Studying the sample

Understanding the task

- 3 Students do the exercise on their own. Give them a time limit, for example four or five minutes. Check the answers with the class.

Arguments for:

- Couples who can't have children will be able to have them.
- If a child dies, the family might want to bring it back.
- Stem cells could be used to cure diseases.

Arguments against:

- Children produced by cloning would be physically very similar to the original, but have very different personalities.
- Children should be wanted for their individuality.
- We need to consider how the child might feel about cloning in later life.

Conclusion:

The main disadvantage is that cloned children would not have a normal environment to grow up in.

Quick filler!

Ask students to identify the phrases which Dr Wilmut uses to structure his arguments.

Key ... three main reasons ...

The first advantage ... The second ... and the third and final reason ...

The point is that ... On the other hand ... Secondly, ... Finally, ...

Steps to better writing

Presenting an argument

- 4 Students do the exercise on their own or in pairs. Check the answers with the class.

Key 1 put forward 2 rejected / accepted 3 consider
4 accept 5 are 6 is
7 disagrees

Expressing feelings

- 5 Give students a minute to underline the expressions in the text. Students compare their answers with a partner's. Check the answers with the class.

Key As far as I can see
I, personally, am not in favour
In fact, I find them quite disturbing
Secondly, it's my opinion that
We should consider
I feel that the main disadvantage

- 6 Ask students to read the statements. Make sure they understand what each one means. Students do the exercise on their own. Ask them to share their ideas with the class.

Key Students' own answers

In spite of / despite

- 7 Read the explanation and examples to students. Answer any questions. Students do the exercise on their own. Check the answers with the class.

Key 1 In spite of the fact that / Despite the fact that
2 In spite of / Despite
3 In spite of the fact that / Despite the fact that
4 In spite of / Despite

Language notes

in spite of / despite (the fact that) – can occur at the beginning or in the middle of sentences without significantly changing the meaning, for example:

I agreed to go by plane despite the fact that I don't like flying.

We enjoy studying English in spite of all the hard work.

There is no comma before *in spite of* or *despite*.

Writing your essay

Understanding the task

- 8 Match the ideas and statements orally as a class.

Key 1 c, f 2 a, d 3 b, e

- 9 Students rewrite the statements using a phrase of their choice. Monitor and help where necessary as this is quite a challenging exercise.

Key Students' own answers

Planning

- 10 Students plan their essays in their groups. Monitor and provide help where necessary.

Writing

Exam training Looking at both sides of an argument

Ask students to look at the way Dr Wilmut presents his arguments (i.e. other people's arguments followed by his reasons against). They could either follow this style of presentation or contrast different points of view in pairs of sentences, as they did in 7. Remind them to make a clear decision on which style of presentation to adopt.

- 11 Before students start to write, point out that Dr Wilmut uses both personal and impersonal features in his writing. Ask students what these are.

Key **Personal** – use of the first person, e.g. *we* (i.e. he and his colleagues) cloned Dolly; as far as *I* can see
Impersonal – use of impersonal subject *there* and passive forms, e.g. *there have been three main reasons put forward*; use of impersonal *we* to mean *people in general*, e.g. *whether we should clone human beings; we should consider*

Optional activity

Ask students to think of a controversial topic which is in the news at the moment and about which they feel strongly. This might be something on a national level such as a recent government reform, or something more local such as changes in their town or school. (Obviously it is a good idea to avoid topics which are causing ill-feeling.) Prepare a motion with the class (i.e. a formal proposal for debate) and organise a debate in which points are put for and against the motion.

Checking

- 12 Students check their arguments as they write. When they have finished writing, ask them to exchange their essay with a partner's and check each other's work.

Revision idea!

Write these formal and informal phrases on the board:

there have been three main reasons put forward

despite

in later life

think about

Personally, I disagree with

People have suggested three main reasons

as far as I can see

the characteristics of their child

I, personally, am not in favour of

what their child looks like

a large number of

I find them quite disturbing

I think

consider

in spite of

be physically very similar
 they upset me
 look almost exactly like
 to my knowledge
 in my opinion
 when it is older
 endless

Ask students to sort them into two columns headed formal and informal. They should pair phrases with the same or similar meanings.

Formal	Informal
there have been three main reasons put forward	people have suggested three main reasons
despite	in spite of
in later life	when it is older
consider	think about
I, personally, am not in favour of	personally, I disagree with
to my knowledge	as far as I can see
the characteristics of their child	what their child looks like
a large number of	endless
I find them quite disturbing	they upset me
be physically very similar	look almost exactly like

Let's practise grammar SB page 64

Some or all of these exercise can be given as homework.

➤ Narrative tenses: Past simple, past continuous, past perfect simple and continuous

- 1 1 was running, fell over
 - 2 was raining, set out
 - 3 was looking, saw
 - 4 didn't know, were following
 - 5 was watching, heard
 - 6 met, remembered
 - 7 was shining, jogged
 - 8 arrived, was dancing
-
- 2 1 hadn't expected
 - 2 hadn't seen
 - 3 had finished, went
 - 4 took
 - 5 had finished
 - 6 didn't help, had already finished
 - 7 had written
 - 8 had left, got
-
- 3 1 had just finished
 - 2 had been thinking
 - 3 had been reading
 - 4 had been planning
 - 5 had spent
 - 6 had climbed
 - 7 had been serving
 - 8 had gone

➤ Adverb clauses

- 4 1 If you plan your career carefully, you'll be successful.
- 2 Sally went to university so that she could get a good job.
- 3 Although I got to the concert in time, there weren't any tickets left.
- 4 The job was so boring that Mike left after one week.
- 5 Susie was late because her car had broken down.
- 6 The burglar cut his hand while he was breaking into the house.

Let's practise skills SB page 65

➤ Speaking

- 5 Student's own answers

➤ Listening

Tapescript 5.5

- Interviewer:** When most people get fed up with their daily routine they have a haircut or go on holiday. Not Tom Fremantle. He was feeling a bit bored, so he cycled 12,746 miles to Australia. Tom, what really made you want to go to Australia? What were you doing before you went?
- Tom:** I'd been working as a journalist for many years and I was making steady progress in my career. Then, wham, I decided to throw in the towel and ride a bicycle off into the sunset. Many of my friends thought I was a bit crazy, but they were all very supportive. They realised I was chasing a big dream.
- Int:** Now, you were travelling by bicycle, so I suppose you had to travel light. What's essential and what can you leave behind?
- Tom:** Yes, I had to travel very light.
- Int:** What did you take?
- Tom:** The bare essentials, my tent, stove and camping gear, some books, a couple of changes of clothes and of course, my bicycle repair kit.
- Int:** Were you really carrying all your own gear? Not sending things on ahead, or having a car driving along with you?
- Tom:** No, no, I was carrying all my own kit, and had no sort of back up team. I like to travel very simply, as that way I find local people are more willing to put me up. I'm only about 5' 5" so I pose no physical threat either. I like to travel with a sense of trust and hope. I always take photographs of my family and friends. If you are in places where you don't speak the language – I went through 24 countries altogether, including Syria, Iran, Tibet and Cambodia – photos are a wonderful barrier breaker.
- Int:** And is it expensive, a trip like that? You haven't got airfares, but you must have had some other expenses? How did you raise the money?
- Tom:** The trip cost me about £5,000. I spent most nights camping, staying with families or else in budget guest houses and hostels. I spent most of the trip travelling through countries where I could usually comfortably live on less than £5 a day. Obviously I had few transport costs because for most of the trip I was on a bicycle saddle. Throughout the journey I was raising money for Stoke Mandeville Hospital which helps patients with spinal injuries. By the end of the journey a total of \$43,000 had been raised to buy high tech wheelchairs.
- Int:** Tell us about the trip. How difficult was it to cycle such a long way? What sort of difficulties did you have to overcome?

- Tom:** Well, it was an extraordinary journey. I pedalled through the cobbled streets of Paris and Rome, across the deserts of the Middle East, over the Himalayas, through the jungles of Indochina and ended up in the stark beauty of the Australian outback. At times it was tough, but I never seriously thought about giving up.
- Int:** Long trips like this are often a way of 'finding yourself', aren't they? What did you discover about yourself?
- Tom:** To be honest I think to do a journey like this you have to know yourself incredibly well before setting off. I didn't 'find myself' but I certainly had a wonderful experience and learnt far more during those sixteen months on the road than I ever did at school!
- Int:** What sort of things?
- Tom:** Well, if I, a stumpy-legged Englishman with a bad sense of direction and limited language skills can make it halfway across the world on a bicycle, it can't be so bad out there. The other thing the journey did was to shatter my pre-conceived ideas about certain places. Travelling alone and on a bicycle, I found people across the world were willing to hold out the hand of friendship, irrespective of creed, class or colour. It was a very positive and humbling experience.
- Int:** And why did you go to Australia? You could have gone anywhere, couldn't you?
- Tom:** I was following an ancestor of mine, Captain Charles Fremantle. Captain Charles is my great, great, great, great uncle, er, I think that's the right amount of greats! He sailed to Western Australia back in 1829 and the port of Fremantle was named after him. He wrote a wonderful journal about his experiences and that's what encouraged me to follow in his wake. I can't sail, though, so that's why I decided to bicycle instead!
- Int:** And what are you doing now?
- Tom:** I've still got the travel bug. Last year I walked from Mexico to New York in the footsteps of another ancestor of mine. Next year, I'm hoping to follow the Scottish explorer Mungo Park, who travelled in West Africa in 1795. I hope to paddle a dugout canoe to Timbuktu. So I still like to travel very simply. And well, after that trip, I hope to finally settle down!
- Int:** Tom Fremantle, thank you very much for talking to us. Tom has published books about his travels. *Johnny Ginger's Last Ride* is about cycling to Australia, and *Moonshine Mule* is about his walk through America.

6 1 c 2 c 3 a 4 a 5 c 6 b

Writing

- 7 Students' own answers

Word focus SB page 66

Word building

- | | |
|-----------------|----------------|
| 1 1 performance | 2 ability |
| 3 belief | 4 Luckily |
| 5 successful | 6 confidence |
| 7 ambition | 8 criticism |
| 9 enthusiasm | 10 achievement |

Phrasal verbs

- | | |
|-------------------|----------------------------|
| 2 1 turned to | 2 broke up |
| 3 backing (me) up | 4 pick up |
| 5 laid down | 6 was piling up / piled up |

Prepositions

- | | | | | |
|---------|------|------|--------|---------|
| 3 1 for | 2 on | 3 on | 4 with | 5 under |
| 6 of | 7 as | 8 by | 9 to | 10 in |

Words that go together

- | | | | | |
|-------|-----|-----|-----|-----|
| 4 1 a | 2 a | 3 b | 4 a | 5 b |
|-------|-----|-----|-----|-----|

Skills and qualities needed in different jobs

- 5 life guard:** confident, physically fit, responsible
personal assistant: computer-literate, confident, fluent in two languages, good communication skills, organisational skills, secretarial skills
tour guide: confident, creative, fluent in two languages, good communication skills, organisational skills, patient, sociable

Culture focus

Covent Garden SB page 67

Warm-up

Brainstorm any famous places that the students have heard of in London. Do they know anything about these places?

Culture notes

If you are visiting London, Covent Garden is just to the west of Charing Cross Road or north-west of Trafalgar Square. By underground it is on the Piccadilly Line, between Holborn and Leicester Square.

- 1 Before students answer the questions tell them to skim read the text. Students scan the text and answer the questions

- 1 300 years
 2 a convent garden that was there at the time of Henry VIII
 3 a cobblestone square and pavilions
 4 it became an area of restaurants, shops and cafes
 5 arts, crafts, food stalls and puppet stalls
 6 pubs and cafés
 7 they are speciality shops, only selling one thing
 8 books

Language notes

low-life refers to undesirable people
ear-shattering means very loud

Talking about your country

Before students do the exercise give them time to read the questions and think about their responses. Remind them to answer the second part of the questions. Divide students into groups of four or five. Monitor the discussions and help with vocabulary if necessary. Allow a maximum of ten minutes. Groups share their ideas with the class. This may lead to further discussion.

See Unit summary on Contents pages 6–7

The Mary Celeste SB pages 68–69

Warm-up

Ask students to study the picture for a minute. Tell them to close their books and then ask them questions about the picture.

- 1 How old do you think the ship is?
- 2 Where do you think it might be sailing to?
- 3 Do you know about any famous ships like this?
- 4 Students discuss the statement in pairs. Encourage them to tell the class of any strange things that have happened to them or to people they know.

Reading

- 2 Students scan the text to find the words and explain them from context. Point out that the picture may also help them. Make sure they have explained as many as they can before giving them a monolingual dictionary. Check the answers with the class.

- **cabin:** the area below the deck of a ship where the people on board eat and sleep
- **cargo:** the goods a ship carries, e.g. wine, food
- **crew:** the people who work on the ship
- **deck:** the top outside floor of the ship where the sails and wheel are
- **lifeboat:** a small boat attached to the side of the ship to be used in case the ship sinks
- **sails:** the large, usually white, cloths that catch the wind and allow the ship to sail

- 3 Students skim read the text to find out why the *Marie Celeste* was mysterious. Discuss the answer as a class.
- She was found floating at sea without her crew. There was no sign of a fight or a struggle. It was as though the crew had just disappeared.
- 4 Students scan the text and complete the information. Give them a time limit, for example, three minutes. Check the answers with the class.
- **Ship's destination:** Genoa
Ship's cargo: industrial alcohol
Original number of people on board: 10
First sighting of ship: 600 miles west of the Azores
Beginning of US Naval Court investigation:
13 December 1872
Date of ship's destruction: 1884
- 5 Students do the exercise on their own and then compare their theories with a partner's. Which theory do students think is the most convincing? Check the answers with the class.

- 1 There had been a fight on board the ship.
- 2 The captain and his family had been murdered by the crew.
- 3 The crew became alarmed by the amount of water the ship took on during a storm.
- 4 One of the barrels of alcohol might have begun to release lethal fumes and the captain may have ordered the crew to abandon ship.

Exam training Multiple choice questions

Tell students to follow the instructions carefully as they do 6.

- 6 Students do the exercise on their own. Give them a similar time limit to the one they will have in their exam. Students check their answers with a partner's.

→ 1 c 2 b 3 b 4 d

Ask students which phrases in the story indicated the answers in 1, 2, and 4.

- 1 her irregular movements
- 2 bedding and floors soaked with rainwater, suggesting the ship could have run into severe weather
- 4 destroyed by fire in an insurance fraud

Quick filler!

Write these modals on the board:

could may might must

Ask students what they express (degrees of certainty). Ask them to find one example of each modal in the article as quickly as they can.

- must have abandoned
could have run into
could have been evidence
might have been murdered
might have become alarmed
could have been damaged
might have begun to release
may have ordered

Vocabulary

- 7 Students do the exercise on their own. Tell them to refer back to the text for help if necessary. Check the answers with the class.
- 1 official documents
- 2 severe weather
- 3 boarding party
- 4 lethal fumes
- 5 violent storm
- 6 last hope

Optional activity

For fast finishers, ask them to describe what the word combinations mean, tell them to look at them again in context in the article and / or to look up individual words in a monolingual dictionary.

Possible answers

- 1 papers issued by authorities which, for example, provide proof of identity
- 2 very stormy and / or cold weather
- 3 a group of people who go on board a ship, often with the intention of taking it over
- 4 gas that causes death if it is breathed in
- 5 storm with very strong winds and heavy rain
- 6 only remaining chance

Revision idea!

Ask students to make sentences using the word combinations in 7. They should use them in a context completely different from the one in the article.

Mystery and imagination

- 8 Students work in pairs to explain the meanings. When they have finished they can check their definitions with a dictionary. Point out that some words will have more than one meaning in the dictionary and they must look for the one that is the same as the meaning in the text.

- 1 legend – a popular story which may or may not be true
- 2 strange discoveries – unusual and unexpected things that were found
- 3 evidence – things that were seen which might prove something
- 4 conflict – a fight
- 5 murdered – killed
- 6 flaws in the theory – bits of the story which do not make sense and are illogical
- 7 alarmed – frightened
- 8 likely explanation – the best and most reasonable story
- 9 explosion – something blowing up
- 10 mysterious features – the strange things about the ship's appearance
- 11 disappeared – never seen again
- 12 maritime mystery – an unsolved story about the sea

Time to talk!

Ask students to read the statements. Give them about two minutes to note down their responses. Divide them into pairs or small groups of four or five to discuss their responses. Pairs or groups share their opinions with the class.

Optional activity

Ask students to choose a character from the story, for example, Captain Briggs, his wife, a member of the boarding party, or even the ship's cat! Students prepare to tell the story from their chosen character's point of view. They can use any of the explanations suggested in the article and *Time to talk!*, or an explanation of their own. In small groups, students tell each other their version of the story.

Grammar SB pages 70–71

► Grammar reference: SB page 138

Past modals

Quick quiz

- 1 Students do the quiz on their own. Give them one minute. Check their answers by asking them to raise their hands depending on which answer to each of the questions they think is right. This will enable you to see how familiar they are with past modals.

- 1 Modals form their negative by adding *not*.
- 2 Modals form questions by inverting the modal and subject.
- 3 One modal can have different meanings.

- 2 Ask students to describe the picture as a class. Encourage them to speculate using the structure *It might / may have been ...*. If they don't know, tell them that the picture is of Stonehenge. Do not give them any more information or confirm their suggestions at this stage.

- 3  6.1 Give students time to read the notes before playing the recording. Remind them of how to take notes in English (see page 11 of this Teacher's Book). Tell them that you are going to play the recording twice. Play the recording. Students complete the missing information.

Tapescript 6.1

As you may or may not know, Stonehenge is the most famous and most frequently visited monument in Britain. What you probably don't know is that the name comes from an old English word 'hengen', which means 'hanging' stones.

According to experts, Stonehenge must have been built between 2500 and 2000 BC. It was originally thought that the Druids, priests of the Celtic people who lived in England, might have constructed the building. But it is now agreed that the Druids couldn't have done so, as they didn't arrive in the country until many years later. In addition, such fine stonework dating to that period has not been found anywhere else in north-west Europe, so people think that the construction may have been in the hands either of a man from Greece or from Crete, or someone who knew a lot about stone monuments in those countries.

Where the stones came from is also a bit of a mystery. They could have come from South Wales, over a hundred miles away, but it must have taken a tremendous effort in those days to drag the stones all that way! There have been many disagreements about what the purpose of the building was but various possibilities emerge. It could have been a religious building or it might have been a place where people studied the stars.

Students compare their notes with a partner's. Play the recording again for students to check and complete their notes. Check the answers with the class.

- Meaning of *Stonehenge*: hanging stones
 Probable date of building: between 2500 and 2000 BC
 Possible nationality of architect: Greek or Cretan
 Where stones probably came from: South Wales
 Possible purpose of the building: religious or place to study stars

- Put students into pairs. Ask them to answer as many of the questions as they can without listening to the recording again. Play the recording for a third time. Students check and complete their answers. Check the answers with the class.

- 1 very popular – most frequently visited monument in Britain
- 2 because they didn't arrive in the country until many years later
- 3 because such fine stonework hasn't been found anywhere else in north west Europe
- 4 transporting them from Wales

- Students do the exercise in pairs. Check the answers with the class.

- 1 possibility: might, may
- 2 obligation: should, ought to
- 3 lack of necessity: needn't

- Students do the exercise on their own. Remind them to look back at the answers to 5 if they can't decide which modal to use. Check the answers with the class.

- 1 I should / ought to have done better.
- 2 She must have left the house early.
- 3 I must have left them at the pool.
- 4 I needn't have brought them.
- 5 I must have been in the shower.
- 6 I needn't have written her another letter.

Optional activity

Ask students to think about the story of the *Mary Celeste* on page 68 and to make sentences about it illustrating each of the past modal meanings in 5, for example:

The ship might have been attacked by a sea monster. (possibility)

The crew must have been very frightened. (certainty)

Captain Briggs should have left a message saying what had happened. (obligation)

They needn't have abandoned the ship as it was not damaged. (lack of necessity)

Classical explanations

- Students do the exercise on their own. Alternatively, do it orally with the whole class.

- 1 b 2 c 3 a

- Students do the exercise on their own. Remind them to look back at the answers to 7 if they can't decide which modal to use. Check the answers with the class.

- 1 Sam must have discovered a new restaurant in town.
- 2 Sara could have got top marks in the exam if only she had worked harder.
- 3 The neighbours can't have gone on holiday because their car is still in the driveway.
- 4 The twins must have come back home very late last night.
- 5 I could have phoned you to say that we'd be late.
- 6 His car must have broken down.
- 7 It must have rained last night.

Quick filler!

Do one or two simple actions or mimes as prompts for students to make sentences using past modals, for example:

(put on coat)

You needn't have put on your coat. It's warm in here.

(hold stomach and look miserable)

You shouldn't have eaten that cheeseburger!

Ask students to think of their own actions or mimes. Put them into pairs to continue the exercise.

- 9 Students do the exercise on their own. Advise them to skim read the text before they start to fill the gaps, and to fill the gaps they find easiest first. Students compare their answers with a partner's. Check the answers with the class.

- 1 b can't have been
- 2 h might have been
- 3 f could have formed
- 4 g must have been put there
- 5 e might have been damaged
- 6 a needn't have worried
- 7 c might have originated
- 8 d ought to have been stopped

Let's activate

How did they do it?

- 10 Students describe and discuss the pictures in their pairs / groups. Alternatively, add or substitute buildings in their country, for example, an ancient castle or cathedral. You could bring in pictures from a tourist information brochure or ask students to bring some in. Monitor the pairs / groups as they work. After the discussion, revise any past modals they are not sure about.

Culture notes

Machu Picchu – built between 1460 and 1470 AD by the Incas 2,600 metres up in the Andes Mountains in modern day Peru. It was most likely a royal estate and consists of 200 buildings: residences, temples and storage buildings.

The buildings were probably designed and built by Inca architects. They are built of granite blocks which were cut with bronze or stone tools. The blocks are all the same size and fit perfectly together.

Chichen Itza – built around 400 AD by the Mayans in the Yucatan peninsula of Mexico as a ceremonial centre for human sacrifice. It is the largest pyramid complex in the Yucatan.

Pyramids at Giza – the Great Pyramid was built as a tomb for Pharaoh Khufu in 2560 BC. It was built over a 20-year period. The site was prepared and then blocks of stone were transported and placed. It is not known how the blocks were put into place. Some people have suggested a ramp, others have suggested levers. It was originally 145.75 m tall and used 2 million blocks of stone each one weighing more than 2 tons.

Easter Island – the massive heads are called maoi and it is unclear why they were constructed. They were carved out of volcanic rock from the volcano Rano Raraku in about 1559 AD by master craftsmen and artists. The craftsmen sketched out the heads on the volcano wall and then chipped away until the head was a complete statue. The completed statues were slid down the slope using ropes tied to giant palm trunks.

Discussion

- 11** It might help students to imagine the situation if you suggest that they think of a place and a building that they know. Ask groups to share their ideas with the class.

Revision idea!

Bring a collection of pictures from magazines / newspapers to class. They should show people and actions, for example, sports pictures. Give pairs of students a picture and ask them, working in pairs, to make sentences about the pictures using past modals. Alternatively, if you have room, put the pictures up on the board or wall with a sheet of paper beside each one. Ask students to write their sentences on the sheets of paper to form a display. Encourage students to use as many different past modals as they can.

Listening and speaking

Science fiction SB pages 72–73

Warm-up

- 1** Put students into pairs to discuss the questions. Check the answers with the class.

1 Science fiction is a type of writing in which the stories are based on imagined scientific discoveries of the future.

2 and 3 Students' own answers

- 2** In the same pairs students discuss the pictures. Ask pairs to share their ideas with the class.

1 Students' own answers

Listening

Exam training Completing sentences

Ask students to read the sentences in 3 carefully and in pairs to discuss what might go in the gaps. Tell them to think about the type of word, for example: verb, noun, adjective as well as the form and spelling.

- 3**  **6.2** If you think students may find the exercise difficult, play the recording once and ask them just to listen without writing anything down.

Tapescript 6.2

- Interviewer:** Kate, Bob, welcome to the studio today.
Kate/ Bob: Thanks / It's good to be here.
Int: Now, you're just coming to the end of a very successful run of your latest series of *Out of this World*. Why do you think it's been so popular?
Bob: Well, I think it has the right mix of ingredients – you know, mystery, suspense, alien beings – that kind of thing, but most of all it's got good scriptwriters. I think that's the real secret of its success.
Kate: I'd go along with that. You see a lot of second-rate programmes – and they're not second-rate because of the special effects, or even the acting. It's like Bob says. It's what the characters are saying that counts!
Int: And did you imagine that when the series began it would become a kind of cult series?
Kate: Not at all. It was the last thing anyone expected. Neither of us was that well-known on TV at the time. We'd mostly done work for the theatre, hadn't we Bob?
Bob: Absolutely. The offer to do TV work came out of the blue – and, of course, it raises your profile straight away, as everybody recognises you after a few weeks. Bit of a pain really, because you sort of lose that freedom you had when you were less well-known.
Int: But don't you get a bit tired of appearing in a series which constantly seems to be about some being from outer space, or some unknown life form on this planet?
Kate: No way. I love the stories behind each series. As a child science fiction was my favourite sort of literature. My friends were all reading love stories, but I was into science fiction in a big way – beings from outer space, or strange viruses which were about to wipe out the human race!
Bob: Actually, I'm a bit more sceptical, I'm afraid. I take all these stories with a pinch of salt. I'd rather be watching the latest spy movie than reading all this nonsense about science fiction.
Int: So what else do you both do to escape from the seemingly endless round of ghastly occurrences that are part of your everyday screen lives? Do you see each other off set, or have you had enough of each other's company at the end of a day's filming?
Kate: Strangely enough, we're both into hill walking in a big way. It's a great way to see the countryside. We like setting off at the crack of dawn and staying out all day. We escape whenever we can, which, sad to say, isn't that often!
Bob: Yeah, that's absolutely right. It makes no difference what the weather's like – whatever it wants to throw at us – doesn't put us off in the slightest. I suppose we've had such a good training in some of the dreadful conditions on the set, it seems like a holiday when we're doing it for pleasure!
Int: Now looking ahead – what's in store? Do you ever feel that if you stay in the series for much longer, you're both going to get type-cast?
Kate: I suppose, in a way, we are already. I only have to get out of a taxi at the airport for someone to call out my character name in the series. I'm not even sure how many people even know us by our real names.
Int: And does that matter to you?
Bob: I think if I'm being really honest with myself, it probably doesn't. I don't care whether I'm recognised for myself, or my role. I'm happy in my work and not particularly worried if nothing else comes along.
Kate: Hmm ... I have to admit that I'm ambitious. That's not to say that I wouldn't be happy to stay in the series, or even do another series, if we were offered one!
Bob: Which we might not be, of course!
Int: Judging by the ratings you had for the one that's just finishing, that might be highly unlikely!
Bob: Maybe, but you never know. Being an actor's, well, a very

insecure profession, there's no denying the fact. But maybe Kate's right. It may be time to move on to pastures new. But for the moment, I think we'll keep our options open! Who knows what we'll be doing this time next year? We like to keep people guessing – just like we do in the series. Well, Kate, Bob, thanks for coming to the studio to talk to us today.
It's a pleasure./Not at all.

Before playing the recording again, give students time to complete as many sentences as they can. Play the recording again for students to check and correct their answers. Check the answers with the class.

- | | | |
|-----------------|----------------|----------------|
| 1 scriptwriters | 2 theatre | 3 love stories |
| 4 spy movies | 5 hill walking | 6 weather |
| 7 real names | 8 ambitious | 9 insecure |

Sounds and spelling

- 4 6.3 Students do the exercise on their own. Advise them to read all the words carefully. It might help them to whisper the words under their breath. Do not check the answers at this stage. Play the recording. Students check their answers.

Transcript 6.3 and answers

Example	known	brown	blown	moan	alone
1	enough	through	thorough	tough	cough
2	blue	drew	too	through	took
3	right	height	site	eight	light
4	course	worse	horse	force	coarse
5	care	wear	fear	bear	fair

If students are unsure of some of the pronunciations, ask the class to read through the words in chorus.

Optional activity

Ask students which two words on the recording are homophones (a word pronounced like another word but with a different spelling and meaning).

course and *coarse*

Ask them, working in small groups, to brainstorm homophones for other words on the tape. You could turn this activity into a competition. Set a time limit. The group which thinks of the most correct homophones within the limit is the winner.

Possible answers

too – two
blue – blew
right – rite
site – sight
horse – hoarse
wear – where
bear – bare

Speaking

Expressing feelings and opinions

- 5 Point out that all of the expressions were used in the interview in 3. Students do the exercise on their own. Check the answers with the class.

- | | | |
|----------|-----------|-------------|
| 1 tired | 2 into | 3 sceptical |
| 4 matter | 5 care | 6 worried |
| 7 admit | 8 denying | |

- 6 Students write five sentences using the expressions in 5. Ask students to read their sentences to the class.

Students' own answers

Suggesting explanations

- 7 6.4 Before students do the exercise, ask two of them to read the dialogue out loud. One student should be A and the other B. Then play the recording. Answer any questions. Students work in small groups to try to explain the situation using phrases from the dialogue box. Monitor the discussions and make a note of any frequent errors for peer correction later. Ask groups to share their explanations with the class.

Stimulus-based discussion

- 8 Ask students to look at the photographs and answer questions 1 and 2 as a class.

- 1 A spaceship burning through a planet's atmosphere and a space station
2 That evidence of life on Mars has been discovered.

Divide students into small groups to discuss the remaining questions. Tell them to refer to the photographs as much as possible. Ask groups to share their ideas with the class.

Writing a detective story

A murder investigation SB pages 74–75

Warm-up

- 1 Students discuss the questions in pairs. If necessary, for question 2, teach the word *clue* (a fact or object that helps to solve a crime). Ask students to name and describe any famous fictional detectives they know, for example Sherlock Holmes, Hercule Poirot, Inspector Morse.

Studying the sample

Understanding the task

- 2 Ask students to skim read the story and choose the best title. They should be able to give reasons for their choice.

- Murder at Willowdale Court Mansions* is almost certainly the best. The others do not mention a murder.

Language notes

mansion block – old-fashioned block of flats

the deceased (formal) – the dead person

DS – Detective Sergeant

couldn't stand – strongly disliked

- 3 Students do the exercise on their own. Point out that the last two sections should be completed with their own ideas. Give them a time limit, for example, four minutes. Check the answers with the class. Discuss the students' ideas about possible motives and the solution.

- **Possible crime committed:** murder
Location: Willowdale Court Mansions
Victim: Graham Dunn
Clues: an apple, some tea bags, a bottle of shampoo, a tin of cat food, a nappy
Suspects: Rebecca and Stewart Morris, Abigail Stratton, Mrs Pritchard
Possible motives for the crime: students' ideas
Possible solution to the crime: students' ideas

Language notes

Here *suspects* is a noun and is stressed on the first syllable; the verb *suspect* is stressed on the second syllable.

- 4 Students work in pairs to describe and identify the people in the pictures. If necessary, remind them of the order of adjectives before nouns when describing people, by writing this table on the board:

size / height	characteristics	age
tall	dark-haired	middle-aged woman
large	balding	50-year-old man

- 1 Abigail Stratton
 2 the porter
 3 Mrs Pritchard
 4 Stewart and Rebecca Morris

- 5 Divide students into small groups to discuss the two questions. Encourage them to explain their choices and to discuss any differences of opinion. Point out that they can refer to the text to defend their choices and to provide evidence.

Creating atmosphere

- 6 Students do the exercise on their own. Students check their answers with a partner's. Check the answers with the class.

- 1 in paragraph 2 Why a bottle of shampoo?
 2 in paragraphs 1 and 2 It was a winter afternoon ... Snow began ...
 3 in paragraph 7 We stood on the doorstep, about to push the bell.
 4 in paragraph 1 ... just before my birthday

Quick filler!

Write these adjectives from the story on the board:

accidental
unfortunate
disposable
divorced
suspicious
vital

Ask students to think of nouns related to them.

- accident
 fortune
 disposal
 divorce
 suspect
 vitality

In which words is there a difference in stress between the adjective and the noun?

- accidental / accident
 suspicious / suspect
 vital / vitality

Steps to better writing

Visualising your story

- 7 Students do the exercise on their own or in pairs. If necessary, teach *cramped* (narrow and restricted). Check the answers with the class.

- **the weather:** cold, grey; a light fall of
surroundings or objects: half-eaten; disposable; rather cramped; appallingly loud
person's physical appearance: smiling, round-faced; middle-aged; with short, brown hair
a person's circumstances: poor, unfortunate

- 8 Students do the exercise on their own or in pairs. Remind them to look back at the answers to 7 if they have problems deciding where to put the words. Check the answers with the class.

- a cold, grey afternoon
 A poor, unfortunate man
 A light fall of snow began
 a half-eaten apple
 a disposable nappy
 a smiling, round-faced baby
 Dunn's rather cramped flat
 A middle-aged woman with short, brown hair called Mrs Pritchard
 he played appallingly loud music

Creating characters

- 9 Students do the exercise on their own. They should use the description of Graham Dunn as a model. Remind them about the order of adjectives before a noun.

Possible answers

- 1 The victim was a red-haired, middle-aged woman called Ruth Thompson, a 48-year-old shop assistant, who was unmarried and had three cats.
 2 The victim was a dark-haired, youngish man called Brian Smith, a 32-year-old computer salesman, who was separated and had two children.
 3 The victim was a grey-haired elderly man called Tim Winter, a 68-year-old, who was retired and married but had no children.

- 10 Students do the exercise on their own or in pairs. Ask them to read out their sentences. Who has described the most interesting character?

Optional activity

Collect some objects and arrange them on your desk where the students can see them. The objects can be any small things, both ordinary and unusual, for example: a pen, a pebble, a keyring, a statuette, a half-eaten packet of sweets.

Ask students to write phrases describing them in detail as if they were clues in a detective story, for example:

A cheap black plastic pen with a chewed top.

A beautiful smooth white pebble with a small grey patch at one end.

Paragraph openers

110 Students do the exercise on their own. If you feel they need practice, do the first sentence with the whole class. Students compare their sentences with a partner's. Check the answers with the class.

Possible answers

- 1 It was 6 p.m. one day just before New Year when the phone rang.
- 2 As I was making my way to the hotel to find out the deceased's name, snow began to fall.
- 3 We made enquiries at reception and discovered that the deceased had been a guest there for two weeks.
- 4 We looked at the deceased's room on the second floor and found everything in order.
- 5 The hotel porter admitted that people hadn't liked the deceased because he was unfriendly.

Writing your detective story**Understanding the task**

112 Suggest to students that they make their stories between 250 and 300 words long, but tell them that they can make them a little longer if they want to.

Planning

113 Divide students into small groups of four or five. Point out that one student should be secretary and make a note of the best ideas. Explain that once they have brainstormed their ideas, students should review them and order them. Students plan their stories in their groups.

Writing**Exam training Writing effectively**

Tell them that it will be easier to plan and write their stories if they make notes entirely in English. If they do this, they can anticipate any problems they might have with vocabulary.

114 Students write their stories in class or for homework. Remind them to write as if they were the detective. Remind them of the way in which short, factual sentences were used in the story on page 74 to give the impression that the detective was thinking aloud. Point out that they shouldn't reveal who committed the crime but should leave the reader in suspense.

Checking

15 Students check their stories.

Guess who did it!

16 Students read their stories to each other. As well as guessing who did it, they should also say what they liked about each other's stories, for example the title, the characters, the way the atmosphere was created.

Revision idea!

Ask students to work in groups of four or five, seated in a circle. Each student should have a piece of paper. Tell them that together they are going to create the opening paragraphs of four or five detective stories. Write the following prompts on the board:

time

news of crime

weather

place

description of victim

Students write the opening sentence of a detective story describing the time of year. They should write as if they are the detective. They then pass their piece of paper to the student on their left who reads the sentence and continues the story with a sentence describing the way the detective heard news of the crime. They then pass their papers on again until the first paragraph is completed. The groups read out their paragraphs to each other.

Let's practise grammar SB page 76

Some or all of these exercises can be given as homework.

Past modals

- 1 1 We needn't have argued about it.
- 2 You shouldn't have / ought not to have lied about your exam results.
- 3 You shouldn't have / ought not to have wasted your money.
- 4 The police might have caught the murderer.
- 5 I needn't have taken my coat.
- 6 John could have won the race.
- 7 Chris may have / might have failed the exam.
- 8 I should have taken an umbrella.

Logical explanations

- 2 1 He must have committed the robbery.
- 2 You couldn't have / can't have seen her at the record shop.
- 3 He can't have / couldn't have practised very much.
- 4 It could have been eight or nine o'clock.
- 5 That must have been difficult.
- 6 She can't have forgotten that the party was this evening.
- 7 I could have won the jackpot.

- 3 1 couldn't have been
2 can't have been
3 might have done
4 must have been
5 should have asked
6 could have identified
- 4 1 You can't have seen Anne ...
2 We needn't have worried ...
3 You ought to have phoned ...
4 The letter must have been posted ...
5 I must have left them at school ...
6 Experts think it might have been written ...
7 We should have left earlier ...
8 He may have gone to the cinema ...

Let's practise skills SB page 77

Listening

Tapescript 6.5

The runaway

It was a cold December night and I was driving along a deserted country lane. Suddenly I noticed a pale figure standing at the side of the road. It was a young girl. I stopped the car to see if she was all right. The girl must have been in her teens, she certainly wasn't older than eighteen. She had short dark hair and a sad expression on her face. Her face was wet and I thought perhaps she might have been crying. When I asked her what was wrong, she frowned and said she was running away. I smiled and told her that perhaps she shouldn't have left home on such a cold night and offered to take her back.

It was freezing now and the stars shone brightly in the winter sky. She was very cold, so I helped her into the back of the car and covered her up with a coat. Her name was Sarah Pritchard and she lived with her mother and two brothers in a nearby village. As I carried on along the road, it seemed to get colder. 'Poor thing,' I thought. 'She looks so tired.' After about ten minutes we arrived at a house on the edge of the village. I got out of the car and knocked on the door. A middle-aged woman opened it. She looked at me suspiciously when I explained that I'd brought her daughter home. 'Daughter?' she said. 'But I haven't got a daughter'. The girl must have mistaken the house, I thought. After all, it was a dark night. 'Her name's Sarah Pritchard,' I said hopefully. 'Maybe you know where she lives?' The woman's face went pale. 'Pritchard?' she whispered. 'Why, they used to live here, but they moved out years ago. There was a family tragedy. A road accident, I think.'

I was surprised, but perhaps I ought to have been more worried. As I walked back to the car, I started to feel uneasy. There was no sign of Sarah. All that remained was a crumpled coat on the back seat. I'm sure it can't have been a ghost because they don't exist, but what other explanation could there be?

5 1 T 2 F 3 T 4 F 5 F 6 T

Writing

- 6 Students' own answers

Reading

- 7 1 11 am
2 get your autographed ticket first, less queuing, cheaper
3 8th December
4 Euro cheques, International money orders
5 a payment charge is incurred

Word focus SB page 78

Prepositions

- | | | | |
|--------|-------|-------|--------|
| 1 1 by | 2 to | 3 of | 4 from |
| 5 by | 6 to | 7 of | 8 in |
| 9 with | 10 in | 11 to | 12 in |

The right verb

- | | | |
|---------------|-------------|--------------|
| 2 1 to raise | 2 destroyed | 3 to abandon |
| 4 has puzzled | 5 ordered | 6 damaged |

Words with opposite meanings

- | | |
|------------------------------|--------------|
| 3 1 unload | 2 irregular |
| 3 disappear | 4 unofficial |
| 5 untouched | 6 unusually |
| 7 inexperienced | 8 unlikely |
| 9 disconnected / unconnected | 10 undamaged |
| 11 fortunately | 12 unsolved |

Order of adjectives

- 4 1 A small, black, suspicious-looking briefcase.
2 A large, brown, leather chair.
3 An old-fashioned, blue sports car.
4 An expensive, gold, Swiss watch.
5 A fast, impressive-looking, Japanese motorbike.

Reading for pleasure *The Sound Machine* by Roald Dahl SB page 79

Tapescript 6.6

Warm-up

With books closed, write the title *The Sound Machine* on the board. Divide the students into small groups and ask them to discuss what they think the story might be about.

Culture notes

Roald Dahl has written many children's stories, such as *James and the Giant Peach*. *The Sound Machine* is a short story and was first published in 1949. It continues as follows: 'The next day, he tries a bigger experiment. He takes an axe and swings it into a large beech tree. He is horrified to hear the deep and pathetic moan that the tree makes in response. When Klausner takes a second swing at the tree a large branch crashes down and destroys the machine.' More information on www.roalddahl.com

Students read the extract out loud, a few lines or sentences each. Alternatively, divide students into groups of six and ask them to read a paragraph each to the group. They could then listen to it.

Your reactions

Before students do the exercise give them two minutes to read the questions and think about their responses. Divide the students into small groups to discuss the questions. Allow a maximum of ten minutes. Ask groups to share their ideas with the class. This may lead to further discussion if there are differences of opinion.

Let's revise Units 5 and 6

SB pages 80–81

Grammar

- | | |
|---------------------------|-------------------|
| 11 1 make | 2 are dedicated |
| 3 are | 4 happened |
| 5 was found | 6 had spotted |
| 7 had been seen | 8 was carried out |
| 9 has never been revealed | 10 interviewed |
| 111 was working | 12 was contacted |
| 113 had been | 14 had seen |
| 115 threatened | 16 had witnessed |
| 117 revealed | 18 was warned off |
| 119 have been | 20 were |
| 21 are | |
-
- | | |
|--------------------|-------------------|
| 2 1 noticed | 2 disappeared |
| 3 Did you visit | 4 was working |
| 5 had seen | 6 had never heard |
| 7 had been reading | 8 was telling |
| 9 didn't believe | 10 heard, flying |
-
- | | | | |
|--------------|------------|-----------|---------|
| 3 1 so, that | 2 Although | 3 so that | 4 While |
| 5 Although | 6 If | 7 because | |
-
- | | | |
|---------------|--------------|----------------|
| 4 1 must have | 2 may have | 3 needn't have |
| 4 can't have | 5 can't have | 6 might have |

Vocabulary

Adjectives describing people

- 5 age: elderly, middle-aged, youngish, in their teens / twenties
 size: small, thin, tall, overweight, well-built
 hair: bald, curly, straight, grey-haired, blonde, dark-haired, red-haired, wavy
 clothes: casual, fashionable, scruffy, smart
 general appearance: ugly, suspicious-looking, interesting-looking, attractive, beard, moustache
- 6 1 legend
 2 evidence
 3 likely explanations
 4 disappeared
 5 strange discoveries
 6 flaw, theory

The right words

- 7 1 a 2 b 3 c 4 a 5 c 6 b 7 c 8 c
 9 a 10 b 11 a 12 b 13 a 14 c

See Unit summary on Contents pages 6–7

Extreme sports SB pages 82–83

Warm-up

Before students open their books, you could play hangman using the words *extreme sports*. When students have guessed the words, brainstorm any extreme sports that they know.

- Students name the sports in the photos orally as a whole class. Help them with the names if they don't know them.

bungee jumping
 extreme snowboarding
 sky diving
 wing walking

Optional activity

Ask students to look at the photos for a minute, then to close their books. Describe one of the photos and tell them to put up their hands if they know which extreme sport it is. This activity can be continued in pairs: one with the book open, describing, and the other with the book closed, identifying. They should take it in turns.

Reading

- Students skim read the text and answer the question. Tell them not to worry about the gaps for the moment. Ask the class for the answer.

excited, amazed

Exam training Matching headings

Ask a student to read out the first paragraph of the text and to say what the main idea is in that paragraph (*ambition, a wish to do something but failing*). Ask the class which of the headings fits (*c A frustrated ambition*).

- Students work in pairs to match the rest of the headings. Check the answers with the class.

1 c 2 g 3 e 4 b 5 f 6 a

- Students discuss the questions in pairs and make a note of their answers. Check the answers with class.

- He saw a TV programme about it.
- An interview with a local newspaper.
- He raised money for charity.
- A biplane.
- Excited.
- That everyone should try it.

Vocabulary

Leisure activities

- Students do the exercise on their own. Check the answers with the class.

- | | | |
|----------------|--------------|---------------|
| 1 have | 2 done | 3 give |
| 4 take part | 5 was having | 6 was flowing |
| 7 got, grabbed | 8 remain | |

Speed and movement

- Ask students to do the exercise on their own or if your class is strong, do it orally with the whole class.

1 g 2 e 3 f 4 a 5 d 6 b 7 c

Time to talk!

Ask students to read the statements. If time is limited, ask them to choose the ones which interest them the most. Give them two minutes to note down their responses. Divide them into pairs or small groups of four or five to discuss their responses. Pairs or groups share their opinions with the class.

Revision idea!

Ask students, working in pairs or small groups, to prepare a description of an extreme sport for other groups to guess the name of.

Grammar SB pages 84–85

► Grammar reference: SB page 138

The passive

Quick quiz

- Ask students to do the quiz on their own. Ask them to think of examples for the true sentences. Check their answers by asking them to raise their hands when you ask *true?* or *false?*

- True, for example: *Football is played all over the world.*
- False (only transitive verbs), for example: you can't say *I was lived.*
- False, we might know but it is often used when we don't know, for example: *The man was killed.*
- True, for example: *The boy was found by the police.*

Optional activity

Read out these sentences and ask students to raise their hands if they think they are true, and keep them down if they think they are false.

New Zealand is in the southern hemisphere. (true)
The country is one big island. (false, it is two)
They have a world-class football team. (false, a world-class rugby team)
The national bird is the Kiwi. (true)

- 2 Students do the exercise on their own and then compare their answers with a partner's. If you think they need a little help, tell them that there are 8 examples.

- 1 should be watched (should + infinitive)
 2 were forced (past simple)
 3 has been ... increased (present perfect)
 4 are being improved (present continuous)
 5 has ... been achieved (present perfect)
 6 was directed (past simple)
 7 was directed (past simple)
 8 was boosted (past simple)

Culture notes

New Zealand is made up of two major islands: The North Island and the South Island. They are separated by the Cook Strait. The capital is Wellington with a population of 137,000. Christchurch is the largest city with a population of 168,000. New Zealand's population is a little over 3.5 million. Australia is the nearest land mass. It lies 1,900 km to the north-west. The Maoris, a Polynesian people, reached the islands in about 900 AD. The Dutch were the first Europeans to arrive, in 1642, but the area remained relatively unknown until Capt. James Cook arrived in 1769. Although New Zealand gained independence from Britain in 1931, it was not officially proclaimed until 1947. January and February are the warmest months. Its coldest month is July.

- 3 Students do the exercise in pairs. If necessary, go through the example with the class. Check the answers with the class.

- 1 Tourists from all over the world have been attracted by the islands.
 2 Visitors from abroad will be attracted to the ski resort.
 3 The islands are thought of as the perfect holiday destination.
 4 The flights had been booked by the travel agent before the accommodation was arranged.
 5 *The Lord of the Rings* was filmed in New Zealand.
 6 Fish weighing up to 400kg have been caught in the Bay of Islands.

Passive forms with the gerund and infinitive

- 4 Students do the exercise in pairs. Check the answers with the class and explain any difficulties.

- 1 c, e 2 a, d 3 b

- 5 Students do the exercise on their own. Give them plenty of time. Check the answers with the class.

- 1 ... being driven up Mount Cook.
 2 ... being taught scuba diving.
 3 ... being told about history.
 4 ... to be advised on which Maori village to visit.
 5 ... being guided round tourist sites.
 6 ... to be given a lift to the North Cape.

- 6 Students do the exercise on their own. Students compare their answers with a partner's. Check the answers with the class.

- 1 The beaches of Mount Maunganui are often chosen for family holidays.
 2 The volcanoes we can see in New Zealand today were carved by water and ice.
 3 Auckland city was built amongst many extinct volcanoes.
 4 Lake Taupo was formed /in AD 130/ by an enormous volcanic explosion /in AD 130/.
 5 The forests in the North Island were destroyed by the explosion.
 6 Five of the best hiking trails in New Zealand can be found in the Fjordland National Park.

Optional activity

Ask students to make the passive sentences in the article active. Where there is no agent, they can use these subjects:

lack of recognition
advances in technology

Possible answers

Lack of recognition forced two of the most famous, ...
 ... now that advances in technology have greatly increased ... and improved ...
 ... New Zealanders who have chosen to stay at home have also achieved ...
 ... which New Zealander Jane Campion directed ...

Causative have / get

- 7 Ask two students to each read out one sentence. Then ask students to complete the rules orally as a whole class.

- a get, verb b get, have

- 8 Students do the exercise on their own then compare their answers with a partner's. Check the answers with the class.

- 1 have the bedroom painted
 2 Have you had it dyed?
 3 are having central heating installed
 4 get / have my computer checked
 5 must get / have it repaired
 6 had a dishwasher put in
 7 had their new house built
 8 got / had these shoes made

Let's activate!

Holiday preparations

- 9 Ask students to tell you what they can see in each picture. Put them into pairs. Students work in pairs to discuss what to have / get done. Check the answers with the class.

- 1 I'm going to get/have the car serviced.
 2 I'm going to get/have my clothes cleaned.
 3 I'm going to get/have my shoes repaired.
 4 I'm going to get/have my hair cut.
 5 I'm going to get/have my passport renewed.
 6 I'm going to have some reservations made.

Quick filler!

Tell the students that someone very important is going to visit the school next week (for example: a leading political figure, royalty or an international celebrity). Ask them to think of things that you must have / get done before then to make the school look as good as possible.

Tourist guide presentation

- 10 Put students into pairs to decide on the details of their coach tour. Monitor and provide help where necessary.
- 11 Students discuss their route and make notes. Remind them to use abbreviations that they will recognise in their presentations and to use the structures and expressions from this unit. Monitor and make a note of any mistakes for peer correction later.

Language note

A recommendation sometimes takes the same form as a command, for example: *You must / mustn't*. The difference is usually clear from the context and / or the tone of voice used.

- 12 Join pairs to make groups of four. Each pair gives a presentation to the other pair who decided if the tour sounds interesting or not.

Revision idea!

Ask students to think of a simple procedure they know well, for example, a recipe, or logging on to the Internet. Ask them to prepare clear instructions in numbered stages using passive forms, for example:

English tea

- 1 *The kettle is boiled and a little hot water poured into a teapot.*
- 2 *When the teapot is warm, the water is poured out.*
- 3 *One spoonful of tea is put into the pot for each person, and an extra one for the pot. etc.*

Students read their instructions to each other.

Listening and speaking

London landmarks SB pages 86–87

Quick quiz

- 1 Put students into pairs to do the quiz. Point out that the photographs on the page will help them. Tell students to stop when the first pair finishes. The pair with the most correct answers wins.

- 1 1 The Millennium Dome
2 St Paul's Cathedral
3 Tower Bridge
4 the Thames Barrier
5 the Globe Theatre

Ask students what else they know about these landmarks.

Listening

- 2 Give students time to read the statements carefully. Tell them that you are going to play the recording twice. Play the recording. Students mark each statement in pencil.

Tapescript 7.1

Ticket seller: Good morning. London Eye. How can I help you?
Customer: Er ... right ... I'd like six tickets for the London Eye, please.
Ticket seller: Certainly. When for?
Customer: Today ... now.
Ticket seller: I'm sorry, sir, but all today's tickets are sold out.
Customer: Oh! I didn't realise you had to book in advance.
Ticket seller: Well – it's not always necessary. But this is a holiday weekend and the weather's good. It's always really busy on weekends like these. I could offer you something for Monday.
Customer: Oh, well, I guess we'll have to come on Monday, then.
Ticket seller: So, what time would you like? I could offer you early morning or late afternoon.
Customer: Oh, er, early morning preferably. That way we'll miss the crowds.
Ticket seller: Yes ... and how will you be paying?
Customer: By credit card, if that's OK.
Ticket seller: That's fine, sir. If you could just give me your credit card details ... then you can collect the tickets from the ticket office on Monday, just before your trip on the Eye ...
Customer: Sure. It's an American Express card and the number is 5443 788 ...

Language notes

sold out – all sold

I guess – typically American English, although also used in British English. The British English equivalent is *I suppose*.

Students compare their answers with a partner's. Play the recording again. Students check and correct their answers. Check the answers with the class.

1 false 2 true 3 false 4 false 5 true

Optional activity

If there is time, ask some comprehension questions, for example:

Why is demand for tickets high at the moment?

When are the best times for getting a ride straight away?

- 3 Give students time to read through the notes. Tell them to anticipate what might go in the gaps. Tell them that you are going to play the recording twice. Play the recording. Students fill in as much information as they can.

Tapescript 7.2

Now, ladies and gentleman, before we go on the Eye, first I'd just like to give you a little information about London itself. The London Eye stands on the River Thames and many of the city's most famous landmarks are nearby. This is no coincidence. It is because of the river that London was founded here in the first place.

The Romans settled in Londinium, as it was called, at the beginning of the first millennium because the river was vital to trade and travel. The city grew but the river was always at its heart – importing and exporting goods for sale around the world and providing a safer alternative to travelling by road.

But the river brought problems, too. Flooding and freezing were frequent, and pollution was to be expected in such a busy waterway. However, conditions have greatly improved on the river, especially in the last twenty years or so – and the Thames Barrier is now London's first defence against floods.

The relationship of the Thames to London changed profoundly when the big container ships of the 20th century could no longer navigate the river and went elsewhere. Since then, the Thames has become a source of

pressure to Londoners with its riverbank developments.
 As for the Eye itself ... it took seven years to complete. It was built to
 celebrate the New Millennium and the interesting thing is that it was
 constructed piece by piece throughout Europe. As it was the biggest
 observation wheel ever designed, there was no single place where it could
 be built. The main structure was built in Holland, the centre part was built
 in the Czech Republic, the cables were made in Italy and the capsules in
 France. So it is a truly European project! Now, if you would just like to
 follow me – and please keep close together as I have all the tickets and it's
 impossible to get on the Eye without a ticket ...

Language notes

container ship – ship designed to carry large metal boxes for
 transporting goods

navigate – sail according to a particular route

Play the recording again. Students check and correct their
 answers. Check the answers with the class.

- | | |
|-----------------------|---------------------------------|
| 1 River Thames | 2 beginning of first millennium |
| 3 heart | 4 safer |
| 5 flooding | 6 freezing |
| 7 big container ships | 8 7 years |
| 9 new millennium | 10 European |

Optional activity

Most big cities and towns have well-known vantage points
 (high places from which the city can be viewed). Ask
 students to think of well-known vantage points in cities
 and towns in their country. What landmarks would they
 point out to a tourist? What would they say about them?

- 4 Ask students, working in pairs, to answer as many of the
 questions as they can without listening to the recording
 again. If necessary, play the recording again. Students check
 and correct their answers. Check the answers with the class.

- 1 Because the river was vital to trade and travel.
 2 The Thames Barrier has been built.
 3 Because container ships could no longer navigate the
 river and went elsewhere.
 4 There was no single place where it could be built as it
 was so big.
 5 Holland, Czech Republic, Italy, France

- 5 Students do the exercise on their own. Students compare
 their answers and explanations with a partner's. Check the
 answers with the class.

- 1 this is no coincidence
 2 as it was called
 3 the river was vital to trade and travel
 4 importing and exporting goods for sale
 5 were frequent
 6 conditions have greatly improved
 7 changed profoundly
 8 the Thames has become a source of pleasure to
 Londoners
 9 it took seven years to complete

- She uses the formal expressions because she was a guide
 and didn't know the group of tourists she was speaking to.

Quick filler!

Ask students to point out features of formal and informal
 language in 5. Write them in two columns on the board,
 for example:

Formal

Use of the passive:

was called

Latin-based words:

coincidence,

importing, exporting

Informal

Short forms:

didn't, that's

Intensifying adverbs

like *really* and *a lot*

used for emphasis

Understanding announcements

- 6 Students construct their questions in pairs. Monitor to make
 sure they are using formal language appropriately.

Optional activity

Put students into pairs to role play the situation using the
 questions they have constructed. One should be the station
 master and the other the passenger. You will need to give
 them time to prepare the answers.

- 7  7.3 Tell students you are going to play the recording
 twice. Play the recording. Students answer as many
 questions as they can.

Tapescript 7.3

Announcer: The train now boarding on Platform 3 is the 7.15 to
 Glasgow Central. The train now standing at Platform 7 is
 the late-running 6.30 to Edinburgh Waverley. We
 apologise to passengers for the delay in boarding this
 evening but this is due to the late arrival of the
 incoming train. Would passengers kindly remain in
 Queue C while the train is being prepared for boarding?
 At the moment this is estimated to be between 10 and
 20 minutes. Please listen carefully for further
 announcements. For the information of passengers,
 there is a restaurant serving dinner on board the train,
 and a buffet offering hot and cold snacks. A trolley
 service serving light refreshments is also available.
 Passengers are kindly requested to check that they are in
 possession of valid tickets for this journey. Saver tickets
 cannot be used on this service.

Play the recording again for students to check and correct
 their answers. Check the answers with the class.

- 8  7.4 Before students do the exercise, ask two of them to
 read the dialogue out loud. One student should be A and
 the other B. Encourage them to use the correct stress and
 intonation. Then play the recording. Answer any questions.
 Ask students to look at the photographs at the bottom of
 the page. Identify each place (Trafalgar Square, London
 Eye). Ask students if any of them have visited these places
 or any of the places in 1. What are they like? In small
 groups students discuss the places. Monitor and make a
 note of any frequent errors for peer correction later.

Speaking

Stimulus-based discussion

- 9  7.4 Ask students to look at the graph. Make sure they
 understand what they are looking at and how to read it.
 Discuss the first question as a class.

Divide students into small groups to discuss the remaining questions. Monitor and provide help where necessary. Ask groups to share their ideas with the class. This may lead to further discussion.

- 1 The most popular tourist attractions in London. It specifically shows how many thousands of people visit these places.
 2 The most popular places to visit are galleries and museums.
 3, 4 and 5 Student's own answers

Writing a review

The Woman in Black SB pages 88–89

Warm-up

- 1 Students do the survey on their own. Give them a time limit, for example, one minute. Compare the class results by drawing a copy of the chart on the board and filling in the number of students who have ticked each box, for example:

	never	sometimes	quite often	very often
watch TV	0	3	4	8
listen to radio	0	3	9	3

Are you or the students surprised by any of the results?

Studying the sample

Understanding the task

- 2 Ask students to describe the information in the pictures as a class.

Language notes

scared out of your wits – an informal expression meaning *be very frightened*.

a spine-chiller – used to describe a book, play or film which is very frightening i.e. it will make your spine feel cold.

Possible answer

The two extracts from the programme tell you how good (as well as how terrifying!) the play is. The ticket gives you details of the address of the theatre, the time and date of the performance, the price of the ticket and the seat number.

- 3 Students skim read the review and do the exercise. Give them a time limit, for example, four minutes. Tell them that some of the ideas a–f match more than one paragraph.

Language notes

production – the organisation and presentation of a play, film, etc.

twist – an unexpected development in a story

give everything away – reveal everything

Students compare their answers with a partner's. Check the answers with the class.

- a 6 b 2, 4 c 3 d 2 e 1 f 2, 4, 5

Word building

- 4 Students do the exercise on their own. Point out that the nouns are in the text. Check the answers with the class.

- | | |
|----------------|-----------------|
| ➤ 1 different | 2 amazed |
| 3 powerful | 4 spectacular |
| 5 original | 6 expensive |
| 7 inconvenient | 8 frightening |
| 9 effective | 10 disappointed |

Quick filler!

Write one or two of the noun–adjective pairs on the board, for example:

power – powerful

expense – expensive

Ask students to think of as many other adjectives with the same ending(s) as they can, and of nouns or verbs which are related to them. You could turn this into a competition. The student who thinks of the most pairs is the winner.

Possible answers

beauty – beautiful

act – active

joy – joyful

affirm – affirmative

success – successful

argument – argumentative

use – useful

attract – attractive

wonder – wonderful

impress – impressive

- 5 Students work in pairs to group the ideas under the headings. Check that they understand all the words.

Language notes

producer – a person in charge of a play, film, etc. who obtains the money to pay for it and arranges rehearsals, publicity, etc.

director – a person in charge of a play, film, etc. who supervises and instructs the actors and other people involved

special effects – effects, usually of light or sound, which give the illusion on stage of, for example, a storm, an explosion

stage props – objects used on a stage, for example a gun, a handbag

- a Recommendations: recommendations, other critics' opinions
 b Technical details of the production: producer, length of play, cost of production, director, special effects, music, stage props, actors, technical details
 c Brief summary of the plot: setting, plot, characters
 d Introduction to the characters: characters
 e Subject of the review: location of theatre, writer
 f Own opinions about the play: strengths, your opinion, weaknesses

- 6 Students do the exercise in the same pairs. They should think of reasons for including or rejecting ideas. Discuss the answers with the class.

- Obviously in a review it is important to include details of the play you are writing about, and your opinions. However, several of the ideas listed here might or might not be included, depending on the context and the reviewer's judgement. For example, if the theatre was well-known, it would not be necessary to give details of its location, but if it was a small new theatre, people might want to know how to get there. If the special effects were very good, the reviewer might want to describe them, but on the other hand this might give too much away.

Steps to better writing

Intensifying adverbs

- Before they do the exercise, ask students to identify examples of intensifying adverbs in the sample review.

- extremely successfully
quite ... spectacular
highly original
truly frightening

Students do the exercise on their own or in pairs. Point out that some adverbs can appear in more than one group. Check the answers with the class.

- 1 fairly, quite, rather, slightly
2 quite, rather
3 absolutely, completely, totally, quite

Language notes

Quite can mean both *not very* and *completely*. In the first sense it can be used with adjectives and adverbs which refer to a gradable quality, for example: *quite nice, quite well*. In the second sense it can be used with expressions that refer to an absolute quality, for example: *quite full, quite right*.

- Students do the exercise on their own. Remind them to look out for ungradable or 'limit' words. Check the answers with the class.
- There is a wide choice of adverbs here, but make sure that students have used adverbs from category 3 in 7 with the 'limit' words *terrifying*, *original* and *terrific* in 2, 4 and 5.

Words that go together

- Students do the exercise on their own. They should cover the sample review while they are working. The same, or very similar, expressions can all be found in the review. When they have done the exercise, ask students to read it again and check their answers in pairs. Check the answers with the class.

- 1 e 2 g 3 a 4 i 5 c 6 d 7 h
8 b 9 f

- Students do the exercise on their own. Ask them to write sentences which could appear in a review. Individual students read out their sentences to the class.

Link words

- 11 Students do the exercise on their own or in pairs. Check the answers with the class. Emphasise the importance of link words in helping a reader to follow an argument.

1 c 2 d 3 a 4 b 5 d 6 b 7 b 8 a

Optional activity

Write some sentences like these on the board. Ask students to link them using some of the expressions in 11.

It was very difficult to hear the actors.

The special effects were superb and the camerawork was first-class.

The director made his name on Broadway.

The theatre is small and uncomfortable.

The acting was some of the worst I have ever seen.

If you see nothing else this year, you should see this film.

The producer has worked in New York as well.

I was sitting behind a very large man, so I couldn't see much.

Writing your review

Planning

- 12 Remind students to use what they learnt in 5 and 6 to help them plan their reviews. They do not necessarily have to choose a play or film that they think is good – the important things are that they have seen it and that it interests them.

Writing

Exam training Thinking about your intended audience

Ask students to identify parts of the sample review where the writer does not give too much away.

- ... the real twist comes at the end, when the audience is left amazed that a stage play could convey such a powerful message.
... there were occasions when the audience was screaming in terror.
(The whole of paragraph 6.)

- 13 Remind students to use what they have learnt in this section while they are writing their reviews. They can write them in class or for homework.

Checking

- 14 Students check their reviews using the checklist. Ask students to put their reviews on their desks, and to go round and read one another's. Have any of them reviewed the same play or film? Do they have similar opinions about it, or not?

Revision idea!

Discuss with the class whether, in general, they prefer going to the theatre or to the cinema. Ask them to write a short essay saying why they prefer one or the other. Remind them to structure their argument using link words, and to use some of the other vocabulary studied in this section.

Let's practise grammar SB page 90

Some or all of these exercises can be given as homework.

The passive

- 1**
- 1 are warned
 - 2 is supported
 - 3 were taught
 - 4 are taken
 - 5 was interviewed
 - 6 was chosen
 - 7 were given
 - 8 will not be completed
- 2**
- 1 being
 - 2 been
 - 3 being
 - 4 been
 - 5 been
 - 6 been
- 3**
- 1 is being painted
 - 2 has been introduced
 - 3 caught the criminals
 - 4 was being repaired
 - 5 will sign the contract
 - 6 was read to the students
 - 7 has been studied
 - 8 haven't published this book

Passive forms with the gerund and the infinitive

- 4**
- 1 Do you enjoy being taken to the theatre?
 - 2 Would you like to be told about the history of our island?
 - 3 Would you mind being asked a few questions?
 - 4 I hope to be given some information about local customs.
 - 5 Are you looking forward to being taken on a tour of the city?

Causative have / get

- 5**
- 2 I had to get my motorbike repaired.
 - 3 I need to have / get my computer fixed.
 - 4 Sarah wants to have her nose pierced.
 - 5 Jackie had a parcel delivered to her house.
 - 6 We want to have the kitchen painted.
Or We have to get the kitchen painted.

Let's practise skills SB page 91**Reading**

- 6**
- | | | | |
|-----------------------|---------------------|-----|-----|
| 1 b | 2 d | 3 c | 4 a |
| 1 directed | 2 is | | |
| 3 was chosen | 4 have been painted | | |
| 5 is explored | 6 are given | | |
| 7 have been surprised | 8 were intrigued | | |

Writing

- 7** Student's own answers

Listening**Tapescript 7.5**

Tour guide: Our first visit is to Buckingham Palace. The palace has been the main residence of the sovereign since Queen Victoria. The grand statue in front of the palace celebrates Victoria as Queen and Empress. Crowds of tourists gather around the statue and the palace railings at 11.30 every day during the summer to watch the changing of the guard.

Now we'll go down the Mall to Trafalgar Square. Admiral Lord Nelson stands on top of his tall column in the middle of the square. Nelson died during the battle of Trafalgar and the square is named after this famous naval victory. At the north side of the square is the National Gallery. The gallery houses the major national collection of art from around the world.

Our next stop is Piccadilly Circus, London's hub. Five major roads converge here, and at the centre is the statue of Eros. We go along Shaftesbury Avenue, past many theatres, on our way towards Holborn and the City of London.

We move on now to one of the newest sights of London. The Millennium Bridge was opened in 2000, and promptly closed again because it wobbled. The bridge links St Paul's Cathedral, in the City of London, to Tate Modern on the South Bank of the river Thames. Originally Bankside Power Station, the gallery is a work of art in itself.

Our last stop today is the Tower of London. In its 900 year history, the Tower has been a royal palace, a fortress, a prison and place of execution, a menagerie and a mint. In St Martin's Tower, we'll see the crown jewels. This magnificent collection includes the crown worn by Queen Victoria at her coronation. The Yeoman Warders, or 'Beefeaters', as they are known, are excellent guides. They'll tell you all the history and legends of the Tower.

- 8**  **Buckingham Palace:** Changing of the guard, statue of Queen Victoria
Trafalgar Square: National Gallery, Nelson's Column
Piccadilly Circus: Shaftesbury Avenue, Statue of Eros
The Millennium Bridge: St Paul's Cathedral, Tate Modern
The Tower of London: Beefeaters, Crown jewels

Word focus SB page 92**Words that go together**

- 1** 1 c 2 b 3 c 4 c 5 a

Expressions with have

- 2**
- 1 has no connection
 - 2 I have a good mind to
 - 3 had a change of heart
 - 4 you can't have it both ways
 - 5 had it out

Adjectives

- | | | | |
|----------|--------------|-------------|-------------|
| 3 | 1 reluctant | 2 uneasy | 3 crucial |
| | 4 outrageous | 5 oblivious | 6 realistic |

Prepositions

- 4**
- | | | | | |
|----------|------|------|------|------|
| 1 around | 2 to | 3 At | 4 in | 5 on |
|----------|------|------|------|------|

Word building

- | | | | |
|----------|-----------------|---------------|------------|
| 5 | 1 terrifying | 2 spectacular | 3 powerful |
| | 4 disappointing | 5 effective | |

Culture focus

The British and their cars SB page 93

Warm-up

Divide students into groups and ask them to make a list of the advantages and disadvantages of having a car. Groups share their ideas with the class. Encourage comment.

- 1 Before students answer the questions tell them to skim read the text. When they have finished, they scan the text to find the information needed. Remind students to read each statement carefully and to underline key words and ideas which may help them. Students check their answers with a partner's. Check the answers with the class.

1 false 2 true 3 false 4 false 5 true

Talking about your country

- 2 Before students do the exercise give them time to read the questions and think about their responses. Remind them to answer the *Why?* and *Why not?* parts of the questions. Divide students into groups of four or five. Monitor the discussions and help with vocabulary if necessary. Allow a maximum of ten minutes. Groups share their ideas with the class. This may lead to further discussion.
- 3 Ask students to read the second text out loud, a few sentences each before working in pairs to complete the summary. Again it may help them to underline key information in the summary so that they can find similar information in the text.

- 1 on the left
- 2 hold a whip in their right hand
- 3 oncoming wagons
- 4 British Empire
- 5 driver's seat
- 6 rear / back
- 7 the right
- 8 countries conquered by him

Optional activity

Before reading the article focus on the title and ask the students to think of reasons why the British drive on the left, and why they don't in other countries.

See Unit summary on Contents pages 6–7

Nightlights SB pages 94–95

Warm-up

Write *Milky Way* on the board. Ask students how much they know about it (*it's our galaxy i.e. the galaxy the earth is in; it is visible from earth*).

- 1 Ask students to open their books and to look at the picture. As a class discuss what it shows.

Possible answers

It is an aerial view of Europe and northern Africa at night. Point out to students the difference in light between Europe and Africa.
It shows how lit up Europe is at night.

Reading

- 2 Before students do the exercise, ask them to skim read the text as quickly as possible. You could ask them to time themselves. Students do the exercise on their own and check their answers with a partner's. Check the answers with the class.

- 1 the huge rise in artificial lighting
- 2 the depths of Scotland and Wales, the heart of England's national parks
- 3 less than 50%
- 4 50%, 2%
- 5 the growth of rural crime
- 6 the Czech Republic

- 3 Students do the exercise in their own. Check the answers with the class.

- 1 It has enchanted and intrigued them.
- 2 One of the amazing and beautiful things nature has to offer us.
- 3 Too sensitive and too bright.
- 4 It is counting streetlights with a cover to direct light down on to the road.

Optional activity

Ask students to ask each other if they have seen the Milky Way, or any well-known stars or constellations. Where and when did they see them?

Vocabulary

Environmental issues

- 4 Students do the exercise in pairs. Point out that they should look back at the text to check their answers.

- 1 fear
- 2 problem
- 3 nature
- 4 bad
- 5 issue
- 6 enquiry

Verbs with negative meanings

- 5 Students do the exercise on their own or in pairs. Advise them to match all the verbs before putting them into the sentences. Check the answers with the class.

- a blamed
- b caused
- c vanished
- d affected
- e isolated
- f destroyed
- g exposed
- h trapped

- 1 Does anyone know what caused the explosion?
- 2 The real extent of the damage to the ozone layer was exposed by an article ...
- 3 The ancient city was destroyed by an earthquake many centuries ago.
- 4 No one likes to be blamed for something they did not do.
- 5 Hotel guests were trapped in the lift ...
- 6 The ghostly figure walked down the corridor then vanished as quickly ...
- 7 It is not known how many people have been affected by the unknown virus.
- 8 People living on these islands have been isolated from civilisation ...

Time to talk!

Ask students to read the statements. Give them two minutes to note down their responses. Divide them into pairs or small groups of four or five to discuss their responses. Pairs or groups share their opinions with the class.

Grammar SB pages 96–97

► Grammar reference: SB page 139

Ways of talking about the future

Quick quiz

- 1 Use the quiz as a diagnostic test to find out how confident students are with future forms. Divide students into pairs and give them a time limit of two minutes to match the verbs with the meanings. Check the answers with the class and explain any answers students were unsure of.

- 1 d
- 2 b
- 3 c
- 4 a

- 2 Students work in pairs to describe the picture. Ask them to take turns to be the 'examiner', asking their partner questions about the picture. Monitor the pairs as they work, helping them with vocabulary if necessary. Ask the class the questions. Would they like to live in a smart house? Why / why not?

- 3  8.1 Give students time to read the statements carefully. Tell them that you are going to play the recording twice. Play the recording. Students mark T or F in pencil by the sentences.

Tapescript 8.1

Taylor Homes and Inter-Continental Systems have joined forces to build what they see as the homes of the future in a new development just outside London. It's hoped that the complex will be completed by the end of next year. The houses, which are outwardly similar to many modern homes, have in-built intelligence and many other applications which the builders think will radically change the work and leisure routines of those who live there.

To anyone glancing around the inside, the only noticeable difference is the extra electric wiring and sockets; there are more than 70 telephone, TV, computer and power sockets in every single room in the home. However, a closer inspection reveals that, hidden behind various electronically operated doors, potential owners will find robots able to cook meals and run baths for them; machines which will do their ironing and their laundry in minutes; on-the-spot hairdressing and manicure units; and last but not least, a computer which will plan every day of their lives for an entire year.

This technology need not be exclusive to the well-off, or the young and trendy. Installing the kind of technology that smart homes like these contain in the ordinary homes of today will enable the elderly and the disabled to maintain their independence for a great deal longer than they can at present. This may have profound psychological benefits for them as well as greatly reducing the need for full-time carers and supervised accommodation.

Language notes

application – a computer program designed to perform a particular task

well-off – moderately rich

carer – someone who looks after a sick or old person at home, either a member of the family or a professional

Play the recording again. Students check and correct their answers. Check the answers with the class.

- 1 false
2 true
3 false. The only noticeable difference is the extra electrical wiring and sockets.
4 true
5 false. This need not be exclusive to the well-off.
6 true

- 4 Discuss the question orally with the whole class. Ask them to think of technological, economic and social reasons.

will or going to

- 5 Students do the exercise on their own. Tell them to look at their answers to the Quiz if they can't remember whether to use *will* or *going to*. Check the answers with the class.

- 1 'm going to 2 'll 3 Are you going to
4 are you going to 5 'm going to 6 'll

Optional activity

Write these tenses and the way they are used on the board. Ask students, with their books closed, to match them. You may be able to do this orally as a whole class.

<i>going to</i>	<i>talk about a decision which has just been made</i>
<i>will</i>	<i>make predictions based on what we can see</i>
<i>present simple</i>	<i>talk about a definite arrangement for the future</i>
<i>present continuous</i>	<i>talk about intentions</i>
	<i>make a prediction</i>
	<i>talk about events at a definite future time</i>

Check the answers with the class.

- **going to**: talk about intentions, make predictions based on what we can see
will: make a prediction, talk about a decision which has just been made
present simple: talk about events at a definite future time
present continuous: talk about a definite arrangement for the future

Future simple and future continuous

- 6 Students do the exercise on their own or in pairs. Check the answers with the class.

- 1 future continuous (a) 2 future continuous (c)
3 future simple (b, d) 4 *will + be + -ing*

- 7 Students do the exercise on their own and then compare their answers in small groups by reading out their sentences. Monitor to check they are using the future continuous correctly.

Future perfect simple

- 8 Students discuss the rules and complete them in pairs. Check the answers with the class.

- 1 future perfect simple 2 have

- 9 Students do the exercise on their own or in pairs. Check the answers with the class.

- 1 will have connected 2 will use
3 will have installed 4 will be able
5 will switch off

Future perfect continuous

- 10 Students discuss the rules and complete them in pairs. Check the answers with the class.

- 1 future perfect continuous 2 will, been

- 11 Students do the exercise on their own. Check the answers with the class.

- 2 she'll have been driving for 8 years.
3 he'll have been writing his book for 3 months.
4 I'll have been doing my homework for 3 hours.
5 they'll have been building it for 4 weeks.

Quick filler!

Write some future time phrases on the board, for example:
this evening
tomorrow morning
in five years' time

Ask students, working in pairs, to invent short dialogues in which they contradict each other, for example:

A: *This evening I'll be watching TV.*

B: *No you won't! You'll be revising for the test tomorrow.*

A: *I'll be earning a lot of money in five years' time.*

B: *No you won't! You'll still be studying.*

Encourage them to put as much expression as they can into their dialogues.

Exam training Extra words

Read through the advice before starting the exercise.

- 12** Read the instructions and examples with the class. Give students a time limit. Advise them to try and complete the whole exercise in this time as they have a better chance of gaining more marks in an exam if they attempt to answer all the questions. Students do the exercise on their own. Check the answers with the class.

These words should be crossed out:

- | | | | | |
|---------|------|--------|---------|---------|
| 1 be | 2 - | 3 have | 4 the | 5 of |
| 6 which | 7 - | 8 - | 9 being | 10 with |
| 11 been | 12 - | 13 in | 14 a | 15 by |

Let's activate**Life in the future**

- 13** Ask students to discuss the ideas in small groups. Encourage them to add their own ideas. Monitor and make sure students are using the correct forms. While you are monitoring, make notes of the mistakes that students make. When the activity has finished, write the mistakes on the board (without pointing out who made each mistake – this is not important) and ask the class to correct them.

Possible answers

- Domestic robots will iron / will be ironing our clothes.
- On-line schools will have replaced traditional schools.
- We'll visit / 'll be visiting other planets on holiday.
- We'll buy / 'll be buying nuclear-fuelled cars.
- We'll be eating pills instead of real food.
- We'll be working in space.

Groups share their ideas with the class. Ask them to give reasons why they think things are most / least likely to become reality.

Revision idea!

Ask students to imagine that they are going to design and create their ideal room. Ask them to think about the decorations, furniture and technology it will contain. They have a maximum of a thousand dollars / equivalent in their money to spend. The room can be as 'smart' or as traditional as they like. Ask them to make notes for a description of their room using the future tenses they have studied in this section. Students describe their rooms to one another in pairs or small groups.

Listening and speaking**Poles apart!** SB pages 98–99**Warm-up**

Write *Poles apart* on the board and ask students to predict what they think the topic might be. They may say anything from pole vault to Polish people living separate lives!

- 1** Students answer the questions in pairs. Ask pairs for their ideas and encourage comment and comparison.

Listening

- 2**  **8.2** Students read through the questions carefully. Remind them to anticipate what the answers might be. Tell them you are going to play the recording twice. Play the recording. Students answer as many questions as they can and then check their answers with a partner's.

Tapescript 8.2

- Host:** In the studio today I have with me Harry and Wendy Saunders, a husband and wife team who are just about to set out to walk to both the North and South Poles. Welcome to you both.
- H/Wendy:** Thanks
- Host:** Now, where did this burning ambition come from? Was it a childhood dream? It seems a very tall order walking to both poles. It's not the kind of thing that most married couples plan, is it?
- Wendy:** Absolutely not! But we've been interested in the poles ever since we went on a trip to the Antarctic. We actually planned it to be our honeymoon. No one could understand why we wanted to go to what seemed the most remote place on earth. But we were fascinated by the pictures we'd seen on TV of the wildlife, and also by the climate.
- Host:** But what sort of training have you had for an expedition like this? It's going to be the first time you've attempted anything so ambitious, isn't it?
- Harry:** Of course, but it's not as if we don't know what we're doing. We have taken part in shorter treks and have done some fairly intensive training in the mountains in Scotland, and in freezing and icy conditions. But, as you say, it's not quite the same as coping with the conditions we're going to find at the North Pole.
- Host:** Now, you've got a support team who will also come to your rescue if things go wrong. How long do you anticipate the trip will take you?
- Wendy:** Even with the support team, we reckon between 55 and 65 days. We'll ski across the ice cap. It's not easy because the ice is always moving and temperatures can get as low as minus 50! You might actually walk three miles in the direction of the pole, then find that the ice cap has drifted three miles southwards.
- Host:** But how will you cope with that? It must be a setback on such a long trek.
- Harry:** Naturally, it will be disappointing. But you have to be tough – mentally, and physically to even consider doing something like this. We've even had to put on weight – to make sure we've got enough reserves for what lies ahead.
- Host:** And is there anything else you have to look out for, besides the melting ice, I mean?
- Harry:** Well, what's disturbing me more than anything else is a chance encounter with a polar bear. If we meet one of those, we'll be in real danger. We've packed a rifle just in case. But what's also going to be tough is pulling the sledges – they'll weigh up to twice our body weight. We're going to need a lot of food and supplies, and they're certainly not light!
- Host:** So what's the upside? What will you get out of all this?
- Wendy:** Apart from the personal satisfaction, we're actually trying to raise money for charity. But the landscape itself is just so wonderful, so dramatic. It's like nothing else on earth. There's this tremendous feeling of space. You have to negotiate what are called pressure ridges – they're often about 30 feet in height. They're formed by the ice crushing up on itself. So they're a bit like high hills. But they're magnificent, and the sun just gleams off the top of them. And there are rainbows like picture postcards that circle all around you. They say if you sit on the top of one of these

ridges at night, you feel at peace with the world. I can't wait!

Host: So what are your chances? How many people have tried to do this before you?

Wendy: Actually, only 72 people are thought to have made it to the North Pole on foot or helped by dogs. We know that we'll never be in the same league as the great arctic explorers, but we know that our nearest and dearest will be really proud of us. Even if we don't make it!

Host: And do you believe in luck? Are you going to take anything with you that might bring you luck on the first polar journey you attempt?

Harry: Funny you should mention luck. We're actually taking our mascot – a small black cat called Risotto. Naturally, it's a toy and not the real thing, but we're going to strap it to the sledge and hope that it will look after us if we need it.

Host: And what will happen if you suddenly find that you can't stand each other a minute longer and you're right in the middle of nowhere?

Harry: We'll cross that bridge when we come to it – frankly that's the least of our worries. We've been through a lot together and we're not going to ruin this trip by letting stupid arguments come between us! Besides, we'll be too busy concentrating on survival to worry about not getting on with each other!

Host: Wendy, Harry – thanks for talking to us today and good luck with the trip.

Play the recording again for students to check and correct their answers. Check the answers with the class.

1 d 2 d 3 b 4 a 5 c 6 d 7 b

Homophones

3  8.3 Make sure that students understand what a homophone is. Ask them to give you one or two examples of their own. Play the recording. Students circle the word used in the part they hear.

Tapescript 8.3

- 1 **Harry:** Of course, but it's not as if we don't know what we're doing.
- 2 **Harry:** We've even had to put on weight – to make sure we've got enough reserves for what lies ahead.
- 3 **Harry:** Well, what's disturbing me more than anything else is a chance encounter with a polar bear.
- 4 **Wendy:** They're formed by the ice crushing up on itself.
- 5 **Wendy:** They say if you sit on the top of one of these ridges at night, you feel at peace with the world.
- 6 **Harry:** We'll cross that bridge when we come to it – frankly that's the least of our worries.
- 7 **Harry:** We've been through a lot together and we're not going to ruin this trip by letting stupid arguments come between us!

Play the recording again. Students check and correct their answers. Check the answers with the class.

1 course 2 weight 3 bear 4 they're
5 peace 6 least 7 been

4 Ask students, working in pairs, to explain as many of the uncircled words as they can without using dictionaries. Alternatively, ask them to think of sentences which illustrate the meanings of the words. Check the words students can explain with the class, and then ask them to look up the remaining words in a monolingual dictionary.

- 1 coarse – rough
2 wait – to stop in one place when you are expecting something to happen or someone to come
3 bare – naked, unclothed
4 there – refers to a place
5 piece – a part of something
6 leased – rented, not bought
7 bean – an edible seed, vegetable

Homonyms

5  8.4 Make sure that students understand what a homonym is. Ask them to give you one or two examples of their own. Ask students to listen and do the exercise on their own. Tell them that you are going to play the recording twice. Play the recording.

Tapescript 8.4

- 1 **Host:** It's not the kind of thing that most married couples plan, is it?
- 2 **Wendy:** You might walk three miles in the direction of the Pole, then find that the ice cap has drifted three miles southwards.
- 3 **Harry:** We're going to need a lot of food, and supplies, and they're certainly not light.
- 4 **Wendy:** There's this tremendous feeling of space.
- 5 **Host:** And what will happen if you suddenly find that you can't stand each other a minute longer and you're right in the middle of nowhere?

If they cannot answer all the meanings, play the recording again. Ask students to call 'Stop!' when they hear a word they have not been able to match. They should use the context of the tape to help them decide the meaning. Check the answers with the class.

1 c 2 d 3 a 4 e 5 b

Optional activity

Ask students to make sentences using the words in 4 with a meaning different to the one on the recording.

Quick filler!

Ask students to write a short paragraph using at least five of the words from 4.

Speaking

Speculating

6  8.5 Ask students to look at the list and to briefly tell you what activity each is. Ask two students to read the dialogue out loud. One should be A the other B. Then play the recording. Answer any questions. In small groups students discuss the difficulty of each activity and what qualities you might need to do them using the expressions from the dialogue box. Monitor the discussions and make a note of any frequent errors for peer correction later. Ask groups to share their ideas with the class. Is there any general agreement on the activities which are the easiest / most difficult?

Prioritising

- 7  8.6 Ask students to read the list of charities. As a class briefly discuss what each one might support. Again ask two students to read the dialogue out loud. Answer any questions. In small groups students discuss the importance of each charity and decide which most needs their support and why. Again monitor and provide help where necessary. Groups share their ideas with the class. Is there any general agreement on the charities which are most in need of support?

Interpreting headlines

- 8 Ask students to read the headlines. Make sure they understand them.

Language notes

amateur – usually means not professional i.e. someone who does something – often a sport – as a hobby and is not paid to do it, but it can also be a negative comment suggesting that people are doing something in a careless and damaging way.
clean up – has a double meaning in this context: the obvious one is *tidy up* and the second one is a colloquial expression meaning *make a lot of money*.

Students work in pairs to match the headlines and the sentences. Point out that the sentences are complicated but that students do not need to be able to understand everything to make a match. Check the answers with the class.

Key 1 c 2 a 3 b 4 d

- 9 Ask students to look at the headlines. Discuss the first two questions as a class. Divide students into small groups to discuss the remaining questions. Remind them to use the expressions from both dialogue boxes. Monitor and provide help where necessary. Ask groups to share their ideas with the class.

Writing a personal statement and a letter

Applying for a job SB pages 100–101

Warm-up

- 1 Put students into pairs to discuss the statements. Tell them to ask their partner to give reasons for their opinion. Pairs share their opinions with the class. Make sure you encourage them to give reasons.

Words connected with work

- 2 Students match the words on their own.

Key 1 d 2 a 3 h 4 e 5 b 6 c 7 f 8 g

Ask them to say what the equivalent expressions in their language would be.

Studying the samples

Understanding the task

- 3 Ask students to read the questions and the personal statement. Check that they understand *overall* and *supplementary*.

Language notes

overall – general

supplementary – additional (i.e. to a letter / form of application and a CV)

Students do the exercise in pairs. Check the answers with the class.

Possible answers

- 1 somebody who is looking for a job
 2 Because it tells the employer what the person's skills and strengths are and what experience he or she has.
 4 Students skim read the statement and match the topics and paragraphs. Give them a time limit of two minutes. Check the answers with the class.

- Key 1 paragraph c
 2 paragraph a
 3 paragraph b

Quick filler!

Brainstorm words which describe skills and good personal qualities and write them on the board. For example:

computer literate
creative
calm
fit
thorough

Then write the names of four or five contrasting kinds of job on the board, for example: teacher, dentist, electrician, sports instructor. Ask students to say which qualities would be needed for each job.

- 5 Students do the exercise on their own. Remind them to skim read the text again before they start and also to look at what comes before and after each gap. Students compare their answers with a partner's. Check the answers with the class.

Key 1 of 2 in 3 in 4 on 5 for
 6 at 7 in 8 in 9 for 10 with

Optional activity

Ask students what the difference in meaning is between these pairs of words. Suggest that they use examples to illustrate their explanations.

hobby and *interest*
job and *career*
excursion and *expedition*

Possible answers

hobby and interest

A hobby is an activity that someone does in their spare time for pleasure. The meaning of interest is more general. It includes the meaning of hobby, but can mean anything with which someone concerns themselves or is enthusiastic about. For example: *Angela's main interest is sport, and her hobbies include reading and travelling.*

job and career

A job is a position of regular employment for which someone is paid. A career is also employment for which someone is paid, but the word includes the ideas of progress and / or promotion. For example: a student might plan to train for a career as a doctor, but take a job as a waiter in their gap year.

excursion and expedition

An excursion is a short journey, especially one made by a group of people for pleasure. An expedition is an organised journey – usually longer than an excursion – which is not necessarily made for pleasure. For example: at the end of term you might go on an excursion to a nearby historic town or beauty spot, but in the vacation you might go on an expedition to the mountains to study rare birds and animals.

A letter of application

- 6 Students do the exercise on their own. Advise them to read the whole letter first and then to put in the phrases they find easiest first. Check the answers with the class.

1 d 2 b 3 h 4 a 5 f 6 c 7 g 8 e

Steps to better writing**Formal and informal language**

- 7 Ask students, working on their own, to rewrite as many sentences as they can without referring to 5 and 6. After a few minutes, check how many sentences they have been able to rewrite. Students complete the exercise, referring to 5 and 6. Check the answers with the class.

- 1 pursue
2 participating in
3 as well as
4 have an aptitude for
5 currently
6 am computer-literate
7 The successful applicant
8 most convenient
9 requested
10 look forward to hearing

- 8 Students do the exercise on their own. Put them into pairs or small groups and ask them to read one another their answers. Ask for volunteers to tell the class about their career plans.

Writing your personal statement and letter of application**Understanding the task**

- 9 Ask students to read the advertisements and decide which job they would like to apply for. Alternatively, you could translate some advertisements for jobs in their country that you think would interest your students, and ask them to choose one.

Exam training Highlighting information

Ask the class which parts of one of the advertisements they would underline, for example in the advertisement for the trainee reporter it might be: Local Newspaper; Trainee Reporter; Ability to write creatively; September; application form; personal statement. Ask students to underline the important information in the other advertisements. Check they have underlined the necessary information.

Students discuss their personal statements and letters in pairs. Remind them to look at the samples on page 100.

Writing

- 10 Students write their personal statements and letters in class or for homework. When they have finished, ask them to exchange letters and statements so that they can correct each other's work against the check lists in 11 and 12.

Checking

- 11 When students have checked each other's work, tell them to check their own work.
- 12 Ask students to display the corrected letters and statements around the room on the desks. Would other students invite them to an interview? Why? Why not?

Revision idea!

Write this letter of application on the board, or put it up on an overhead transparency:

Dear Antonio's Restaurant,

I'd like to apply for the waiter's job you advertised in the local paper a week or two ago.

I see that you want the person to start as soon as possible. I shall be on holiday for the next week, but can start when I get back. I've done all sorts of jobs, so let me know if you'd like details of them.

Best wishes,

Charlie

Ask students what is wrong with it. Ask them to rewrite the letter in a more acceptable form.

Possible answer

Dear Sir / Madam,

I am writing to apply for the job of waiter advertised in this week's Town Gazette.

I notice that the successful applicant will be required to start as soon as possible. Unfortunately, I shall be on holiday between 29th June and 6th July, but could start on 7th.

Please find enclosed my CV. As you will see, I had some experience working in a coffee bar last summer which I enjoyed very much.

I look forward to hearing from you.

Yours faithfully,

Charles White

Let's practise grammar SB page 102

Some or all of these exercises can be given as homework.

Will or going to

- | | |
|---------------------|---------------|
| 1 'm going to study | 2 'll answer |
| 3 'm going to | 4 'll help |
| 5 going to have | 6 'll stay in |

Future simple and future continuous

- 2 1 At 11 o'clock next Tuesday Laura will be flying to London.
- 2 At six o'clock tonight David will be meeting Ann at the airport.
- 3 At eight o'clock this evening we'll be watching *Lord of the Rings*.
- 4 Tomorrow morning I'll be travelling home by train.
- 5 On Saturday Brad will be revising for his exam.

- | | |
|-------------------|----------------------|
| 3 1 will be doing | 2 will colonise |
| 3 will email | 4 will be travelling |
| 5 will go out | 6 will be watching |

Future perfect simple or future perfect continuous

- 4 1 will have been studying
- 2 will have been playing
- 3 will have calculated
- 4 will already have taken
- 5 will have finished
- 6 will have been watching

Future perfect simple, future continuous, will or going to?

- 5 1 will have known
- 2 will probably have colonised
- 3 is going to go
- 4 will be watching
- 5 will be able to
- 6 will not be, will still be playing
- 7 will have finished
- 8 will be working

Let's practise skills SB page 103

Writing

- | | |
|--------------------------------|-------------------|
| 6 1 are coming | 2 am doing |
| 3 have finished | 4 will leave |
| 5 are you going to do | 6 have been going |
| 7 are not going to get married | 8 is moving |

7 Students' own answers

Reading

- | | | | | |
|-------|-----|-----|-----|------|
| 8 1 F | 2 T | 3 F | 4 T | 5 T |
| 6 F | 7 T | 8 F | 9 F | 10 T |

Word focus SB page 104

Homonyms

- | | | | |
|-----------|---------|-----------|-----------------|
| 1 1 space | 2 might | 3 produce | 4 lights, light |
| 5 side | 6 model | 7 power | 8 term |

The right words

- | | | | | | |
|-------|-----|-----|------|------|------|
| 2 1 a | 2 c | 3 b | 4 a | 5 a | 6 b |
| 7 c | 8 a | 9 c | 10 b | 11 a | 12 c |
- 3 1 won 2 earn 3 achieve 4 gained

Reading for pleasure

Fahrenheit 451 by Ray Bradbury SB page 105

Tapescript 8.7

Warm-up

Read out or write the following question on the board: *Have you read any books or seen any films which contain visions of the future which they think might come true?* They might say *Matrix*! Ask students for some details of the plot.

Optional activity

Ask students to keep their books closed and write these questions on the board:

What is the significance of Fahrenheit 451?

Who wrote it?

How does Guy Montag earn a living?

Why is his job necessary?

Read the short back cover text out loud to students.

Students answer the questions. Read the text again.

Students check and complete their answers. Check the answers with the class.

- 1 The temperature at which book paper catches fire and burns.
- 2 Ray Bradbury
- 3 He is a fireman.
- 4 The books must be burnt because they are the source of all discord and unhappiness.

Tell students to open their books. Give students about five minutes to read the complete extract, alternatively play the recording and tell them to follow in their books. They should read for general meaning and enjoyment – tell them that they do not need to understand every word.

Language notes

sidewalk (American English) – the British English equivalent is *pavement*

(she started) up her walk – along the path to her house

Culture notes

salamander – A mythical lizard, said to live in fire.

phoenix – A mythical Arabian bird, said to set fire to itself every 500 years and be born again from the ashes.

Willy, Whitman, Faulkner – Edna St Vincent Millay (1892–1950) and Walt Whitman (1819–92) were American poets; William Faulkner (1897–1962) was an American novelist and short story writer.

Your reactions

Before students do the exercise, give them two minutes to read the questions and think about their responses. Divide the students into small groups to discuss the questions. Allow a maximum of ten minutes. Ask groups to share their ideas with the class. This may lead to further discussion if there are differences of opinion.

- That people are afraid of firemen, suggesting that firemen are not what we know them as today; that firemen burn books; that reading is illegal; being a pedestrian is illegal.
 - That she was walking outside at night; that her family talked about things
- The remaining answers are the students' own.

Language notes

pedestrian – someone who walks from place to place rather than using transport

Quick filler!

The text is an astonishingly prophetic vision of the future. Ask students if they agree with this statement based on what they have read. Why / why not?

Optional activity

Ask students to think of a book in their language which they found interesting. Ask them to write a short text, like the short summary at the beginning, for the back cover of an English translation. Tell them it should be about 75 words long.

- | | | | |
|---|-------------------------------------|------------------|--------------------|
| 3 | 1 are going | 2 will be | 3 is going to |
| 4 | will buy | 5 will | 6 am going to have |
| 4 | 1 is playing | 2 will be having | 3 will live |
| 4 | will go | 5 is not meeting | 6 will not |
| 5 | 1 will have sailed | | |
| | 2 will have visited | | |
| | 3 'll be finishing | | |
| | 4 'll watch | | |
| | 5 will you be doing, 'll be working | | |
| | 6 'll | | |
| | 7 I'm going to go | | |
| | 8 'll be | | |

Vocabulary

Words that go together

- 6 1 a 2 a 3 b 4 c 5 c 6 b 7 b 8 b
- 7 1 had a change of heart
2 had a good mind to
3 can't have it both ways
4 had no connection with
5 had it out with
- 8 1 disappointing
2 effective
3 expensive
4 powerful
5 spectacular
6 terrifying
- 9 1 leave the ground 2 gather speed 3 head for
4 pound 5 roar 6 spin
7 flap

The right words

- 10 1 c 2 a 3 b 4 b 5 a 6 a 7 d 8 c
9 c 10 a

Let's revise Units 7 and 8

Pages 106–107

Grammar

- 1 1 being taken 2 being driven 3 to be sent
4 to be helped 5 being taken
- 2 1 We had our Internet connection installed this morning.
2 Zoe had her wallet stolen while she was on the bus.
3 Rob's bike is being delivered next week.
4 Maria is having her hair cut on Saturday.



See Unit summary on Contents pages 6–7

Visual concepts SB pages 108–109

- 1 Ask students to compare and contrast the paintings orally as a whole class by answering the first question. Ask them to give reasons why they like / dislike them. Students answer the remaining questions about the paintings in pairs. Pairs share their ideas with the class.

➤ 2 Claude Monet, Pablo Picasso

3 a Monet's b Picasso's

4 Students' own answers

Ask students if they know the names of the most famous painters their country has produced.

Reading

- 2 Ask students to skim read the text and find out about the experiments. Give them a time limit, for example, four minutes.

Language notes

dumb – usually *unable to speak*. Here an informal word for *unintelligent*.

daft (informal) – *unintelligent*

scrounge (informal) – *persuade someone to give one something*, for example: *She's always scrounging money from her father.*

gullible – *easily deceived*

take in (informal) – *go to see or visit something* (often with the more specific meaning of *attend a cultural event*, for example: an exhibition, play or film)

outperform – *perform better than* (one meaning of the prefix *out-* is *better / more than*, for example: *outplay, outsell*)

bar chart – *diagram on which bars of equal width but different heights are used to represent quantities*

Ask students to tell you what they found out.

➤ Possible answers

In one experiment, pigeons were shown paintings by Picasso and Monet, and given food when they pecked at the Picassos but not when they pecked at the Monets.

The results showed that the pigeons could tell the difference between Picasso's and Monet's styles.

In another experiment, pigeons and university students were shown bar charts with coloured areas of different sizes. There was food under the images with the smallest coloured areas.

The pigeons were better than the students at working out where the food was.

🕒 Quick filler!

Ask students to comment on the experiments. Were the experiments useful / interesting? What do they think about the results?

- 3 Students do the exercise on their own or in pairs without reading the text again. Check the answers with the class. Ask students to scan the text to identify the sentences or parts of the text which contain the answers.

➤ 1, 3, 4 and 7 reflect the content of the text.

1 Pigeons are not as daft as they appear.

3 (paragraphs 3 and 4)

4 So they showed them new, unseen Picassos and Monets and found the pigeons were able to identify the right artists again, showing they had a visual concept of style.

7 The kindest explanation is that the students were searching for a more complicated answer.

Vocabulary

Understanding

- 4 Students do the exercise on their own or in pairs. Ask them to try and find all the words by, if necessary, guessing meaning from the context of the word or phrase in the text. Check the answers with the class. Alternatively, students can use monolingual dictionaries to check their own answers.

➤ 1 daft

2 assumed

3 gullible

4 outperform

5 concept

6 confused

7 complicated

8 rivals

9 revealed

10 startling

Words with similar meanings

- 5 Students do the exercise on their own. Check the answers with the class.

➤ 1 work out

2 take in

3 mistake one for another

4 tell the difference between

5 vivid

6 surreal

7 win

8 beat

9 context

10 contest

Writing a summary

- 6 Ask students to discuss the questions in pairs and to note down their answers. They then write a summary on their own. Remind them that:
 - the summary should be written to be read by someone who has not read the text, so they should take care when using *a* and *the*, for example.
 - the sentences should follow on from one another so, where necessary, they should use linking words like *however*.

When students have finished, ask pairs to compare their summaries. Ask individual students to read out their summaries to the class.

Possible answers

- 1 In one experiment, pigeons had to distinguish between paintings by Monet and Picasso, and between Impressionist and Cubist paintings by other artists.
- 2 They had near-perfect scores in the tests which involved the Monets and Picassos.
- 3 However, they couldn't distinguish between other artists who had the same styles.
- 4 A British study consisted of 60 coloured bar charts which showed where food was.
- 5 The pigeons got the answer right every time whereas only two students in 200 succeeded in getting it right.
- 6 A TV programme revealed the pigeons' amazing brainpower and showed that, when it comes to visual concepts, the brains of pigeons and art students might be very similar.

Quick filler!

Write these sentences from the text on the board without capitals or punctuation:

*the pigeons amazing brainpower was revealed in a three-part TV documentary called animal minds
producer paul reddish said when it comes to visual concepts the brain of the art student and the pigeon may be very similar*

Ask students, with their books closed, to add the capitals and punctuation. Then ask them to open their books and check their answers.

- The pigeons' amazing brainpower was revealed in a three-part documentary called *Animal minds*. Producer, Paul Reddish, said: 'When it comes to visual concepts, the brain of the art student and the pigeon may be very similar.'

Time to talk!

Ask students to read the statements. If time is limited, ask them to choose the ones which interest them the most. Give them about two minutes to note down their responses. Divide them into pairs or small groups of four or five to discuss their responses. Pairs or groups share their opinions with the class. Ask if any of them have experienced unusual intelligence or feeling shown by an animal or bird.

Revision idea!

Write these questions on the board:

- 1 Who and what create images?
- 2 What is the main characteristic of natural images?
- 3 How many reasons for the difference are there?
- 4 What are the reasons, and what animals are examples of them?
- 5 What have humans done with natural images over the centuries?

Ask students to reread the text on page 4 of the Student's book and answer the questions. When they have finished check the answers with the class.

Possible answers

- 1 Both human beings and nature create images.
- 2 The main characteristic of natural images is diversity.
- 3 There are three main reasons for this diversity.
- 4 Animals use camouflage to hide from or to hunt their prey, for example the stick insect and the tiger; they need to protect themselves, for example the armadillo and the hedgehog, and sometimes they need to attract mates, for example peacocks.
- 5 Over the centuries, humans have stolen many of their own images from wildlife.

Ask students to use their answers to write a summary of the text.

Grammar SB pages 110–111

► Grammar reference: SB page 139

Third conditional

Quick quiz

- 1 Use the quiz as a diagnostic test to check students' knowledge of conditional forms and expressing wishes with *would*. Ask them to do the quiz on their own and then to raise their hands according to whether they think a, b, or c is the answer to each question.

1 c 2 a 3 b

Review any forms students are unsure about.

Quick filler!

The zero conditional is used to talk about something which is always true and is a form which can be used in proverbs. Ask students to rephrase these English proverbs in the form of zero conditional sentences:

There's no smoke without fire.

Take care of the pennies, and the pounds will take care of themselves.

People who live in glass houses shouldn't throw stones.

Possible answers

If there is smoke, there is fire.

If you take care of the pennies, the pounds take care of themselves.

If you live in a glass house, don't throw stones.

Ask students what they think the proverbs mean.

- If there are signs of a problem, there usually is a big problem.

If you are careful with your money day to day and make sure you don't spend too much on little things, you won't have to worry about larger sums of money. Don't criticise other people if you have the same faults / problems yourself.

Are there any proverbs in their language which could be expressed in English in the form of zero conditional sentences?

- 2 Ask students to look at the picture and guess what the article is about. Students do the exercise on their own. Remind them to use note form, not full sentences. Give them a time limit, for example, four minutes. Students check their answers with a partner's. Check the answers with the class.

Language notes

plate – a thin flat sheet of glass

side effect – a secondary, usually unpleasant, effect of a drug
bacterium (line 10), *bacteria* (line 13) – with the exception of scientific writing, Latin singular and plural forms are often used rather imprecisely in English. Here the writer probably means *bacteria of a single type* in line 10. Another example is the use of *data*, the Latin plural of *datum*, which is often used with the singular in everyday English, for example: *The data is stored on disk*.

- 1 penicillin
 2 Sir Alexander Fleming
 3 1881–1955
 4 1928
 5 Fleming and two other scientists awarded Nobel prize

- 3 Students do the exercise in pairs. Check the answers with the class. Alternatively, do the exercise orally as a whole class.

- hadn't floated wouldn't have discovered
 1 yes 2 yes

- 4 Ask four students to each read out one of the sentences a–d. Students complete the rules in pairs. Check the answers with the class.

- 2 past perfect, past participle 3 first

Optional activity

Ask students to find an example of a third conditional sentence in the text. (... *the discovery of penicillin would never have happened if one day in 1928 a piece of mould had not floated in through an open window* ...). Ask students why there is no need for a comma (*because the if clause comes second*).

- 5 Students do the exercise on their own. Check the answers with the class.

- 1 hadn't gone, wouldn't have met
 2 had worked, wouldn't have failed
 3 had gone, wouldn't have got up
 4 wouldn't have won, hadn't entered
 5 wouldn't have broken, hadn't gone
 6 had had, would have bought

Optional activity

Ask students, working on their own or in pairs, to write five third conditional sentences about the life of a well-known person, either living or dead. Encourage them to use *might/n't* and *could/n't* as well as *would/n't*. Ask students / pairs to read out their sentences without saying who the person is. The rest of the class guess the person's name.

Wishes and regrets

- 6 Students match the pictures and sentences in pairs. Check the answers with the class before they complete the rules.

- 1 c 2 a 3 d 4 b

Complete the rules orally as a whole class.

- 1 had 2 past participle

Language note

If only is stronger than *I wish*

- 7 Students do the exercise on their own. Check the answers with the class. Alternatively ask some students to read out their sentences. Which do students think are the best?

Possible answers

- 1 I wish I'd won something in my life. If only I'd been luckier!
 2 Tim wishes he had studied more for the test. If only Tim wasn't so lazy!
 3 I wish I'd been able to go to the party last Friday night. If only my parents weren't so strict!
 4 I wish the teacher hadn't given us so much homework last weekend. If only the teacher had forgotten to give us homework!
 5 I wish I'd had the opportunity to travel abroad. If only I had more money to travel abroad!
 6 I wish I'd hadn't argued with my best friend. If only we had agreed!

Let's activate

What if ...?

- 8 Students discuss the topics in small groups. Ask individuals to read the examples out loud before they start. Answer any questions. Monitor the groups as they work, supplying vocabulary if necessary and checking that they are using the third conditional correctly. Make a note of any mistakes for peer correction later. Ask groups to share their ideas with the class.
- 9 Put students into pairs and ask them to read the situations. Answer any questions they may have. Encourage students to concentrate on using *I wish* / *If only* correctly. Students take it in turns to express a regret or wish about each situation. Monitor to make sure they are using the structures correctly. You may want to ask a particularly good pair to repeat some of their sentences for the rest of the class.

Revision idea!

Bring a selection of pictures to class of people from magazines and newspapers. If there is room, stick them on the wall or a noticeboard, otherwise display them on students' desks. Put a sheet of paper beside each picture. Ask students to think of captions for the pictures using either third conditional sentences, or *He / she / they wish(es) he / she / they had / hadn't* or *If only he / she / they had / hadn't*. Students write their captions beside the relevant pictures.

Listening and speaking

Good for the brain? SB pages 112–113

- 1 Give students a time limit, for example, two minutes, to memorise the map. Ask them the following questions. Students raise their hands to answer:
 - 1 What is the name of the bridge connecting Whitehall with Waterloo?
 - 2 What is the name of the square between Charing Cross and Piccadilly circus?
 - 3 How do you get from Westminster to Blackfriars?
 - 4 How do you get from Piccadilly Circus to Oxford Circus?

- 1 Westminster Bridge
- 2 Trafalgar Square
- 3 Along the Embankment
- 4 Along Regent Street

Ask students to tell you what techniques they used to memorise the map. How many of them think they have a visual memory (i.e. they remember things by taking a mental picture of them)?

Listening

- 2  Before students do the exercise, ask them to look at the picture and tell you another English word for taxi (*cab*).

Culture notes

In London, taxis driven by *cabbies*, who have been tested on *The Knowledge*, are like the ones shown in the picture, and are usually black. They are often called *black cabs* to distinguish them from *minicabs* which are ordinary small cars with drivers who do not have *The Knowledge*.

Give students time to read the notes and answer any questions they may have. Tell students you are going to play the recording twice. Play the recording. Students complete as many of the notes as they can.

Tapescript 9.1

As part of their training, London taxi drivers have to be tested on 'The Knowledge' – their knowledge of streets, places and landmarks in the London area. It seems they have *The Knowledge* by name and the knowledge by nature. London taxi drivers – that rare breed who can find a short cut, turn a taxi on a postage stamp and recite poetry, all at the same time – are revealed by scientists to have bigger brains.

An article in the *Proceedings of the National Academy of Sciences*, a prestigious American journal, reports that London researchers scanned the brains of London cabbies and found that in all cases, the size of a region of the brain called the hippocampus was millimetres larger than in a comparable group of 30 ordinary men who did not drive taxis. The hippocampus is closely associated with spatial memory – in other words, where the brain keeps its maps. London taxi drivers, famous for knowing routes between thousands of places in the city, spend two years assembling a detailed map which they file away in the memory.

Language notes

have The Knowledge by name and the knowledge by nature – they have passed a test which is called *The Knowledge* (by name) and they know London well (by nature).

by name ... by nature – an idiomatic expression. For example: we might say of a proud man called John Proud *He is Proud by name and proud by nature*.

short cut – a route that makes a journey shorter

rare breed – here, *unusual group of people*. The literal meaning of *rare breed* is *kind of domestic animal of which there are very few examples*, for example: *a rare breed of cattle*.

turn a taxi on a postage stamp – turn a taxi round in a very small area. The term postage stamp is sometimes used metaphorically, as here, to describe a very small area.

Students compare their answers with a partner's. Play the recording again for students to check their notes. Check the answers with the class.

- 1 The Knowledge
- 2 have bigger brains
- 3 millimetres
- 4 spatial memory
- 5 knowing thousands of routes

- 3 Give students time to read the questions. Ask them, working in pairs, to note any answers they think they know already. Play the recording again. Students check any answers they have written and answer any questions they didn't have answers for. Check the answers with the class.

- 1 They are tested on their knowledge of streets, places and landmarks.
- 2 Because they can find a short-cut, turn a taxi on a postage stamp (i.e. in a very small space!) and recite poetry, all at the same time.
- 3 ordinary men who didn't drive taxis
- 4 spend two years assembling a detailed map of London in their memory

- 4  Give students time to read through the statements. Remind them that, even though a statement looks true, the speaker may not say anything with the same meaning. Tell students that you are going to play the recording twice. Play the recording. Students mark the statements in pencil.

Tapescript 9.2

The hippocampus is where we store the things we consciously remember. As part of that, we could include navigation. We know that in animals navigation and the hippocampus are intimately linked. So it would seem now is the human hippocampus. Tests showed that if any part of a creature's hippocampus was damaged, the animal could no longer find its way around.

Ordinary mortals, too, have shown that they use the hippocampus to find their way around. But the brains of London taxi drivers grew to accommodate the layout of the whole city. They are an excellent group to study. They've acquired a vast amount of spatial information. It's the kind of thing you can only do in this city, because taxi drivers elsewhere aren't licensed in the same way.

We had previously placed volunteer drivers in scanners, quizzed them on the best routes round London and watched their brains fire up. This time, we simply invited them to lie back – silently – and have their grey matter measured by two different techniques.

What we did was look at the amount of time spent as a taxi driver and then looked at the brain measurements. We found a significant correlation, in that the back part of the hippocampus increased in size. The longer you had been a taxi driver, the bigger the brain got.

Language notes

licensed – in British English the verb is spelt *license* and the noun is spelt *licence*. In American English both verb and noun are spelt with an s.

scanner – a machine which creates a picture of the inside of a person's body on a computer screen

quiz (v) – question (v)

fire up – become active

grey matter – brain

Play the recording again. Students check and complete their answers. Check the answers with the class.

- Key 1, 3, 7 are ticked
The rest are crossed.

Ask students to listen again and identify the things Eleanor Maguire says which mean the same as the statements in the exercise. Play the recording for a third time.

- Key 1 We know that in animals navigation and the hippocampus are intimately linked.
3 Tests showed that if any part of a creature's hippocampus was damaged, the animal could no longer find its way around.
7 We had previously placed volunteer drivers in scanners, quizzed them on the best routes round London and watched their brains fire up. This time, we simply invited them to lie back – silently – and have their grey matter measured by two different techniques.

Silent letters

- 5  9.3 Students do the exercise on their own. Do not check the answers yet. Play the recording for students to check their answers. Check the answers with the class.

Tapescript 9.3 and answers

- | | | | |
|-------|-----------|---------|--------|
| Key 1 | write | worried | wrong |
| 2 | when | which | why |
| 3 | house | honest | hour |
| 4 | ignore | signal | sign |
| 5 | racial | crucial | trial |
| 6 | conscious | science | scream |
| 7 | built | bullet | guilt |

Speaking

Brainstorming a presentation

- 6 Ask students to brainstorm ideas for the presentation in small groups. Make sure that each group has a secretary to make a note of the best ideas. Monitor the groups as they work. Check that they understand the meaning of *upbringing* (the treatment and education someone receives as a child).
- 7 Suggest that the secretary writes the headings in columns on a piece of paper and then writes the final decisions of the group under each heading. Tell the groups to look at the ideas they discussed in 6 when deciding what to include.

Presenting your information

- 8  9.4 Ask students to do the exercise in their groups. Alternatively do it orally with the whole class. Check the answers with the class.

- Key a Supporting an argument
This would appear to be true ...
b Concluding an argument
Overall, it would seem that ...
c Introduce a contradictory argument
On the other hand, ...
d Introducing a topic
Research has shown that ...
e Supporting your opinion
I personally feel that ...

Ask two students to read the dialogue. One should be A and the other B. Remind them to use appropriate stress and intonation. Then play the recording.

- 9 Before you ask the groups to give their presentations, ask them to read the presentation checklist and to make sure they have thought about each point. Give groups time to get ready and to prepare some of the expressions from the dialogue box. Monitor and provide help where necessary. Ask the groups to present their projects as a team, i.e. they should all play a part in the presentation.

Answering questions about your presentation

- 10 Ask students to find a partner from another group to ask and answer the questions. Tell them to act as the examiner when asking the questions.

Revision idea!

For homework, ask students to prepare to describe briefly a piece of research that interests them. It could be research they have read about in a newspaper or magazine, or that they are studying. They should be prepared to say:
where they read / heard about the research
who did it
where it was done
who / what was studied
what was done
what was discovered

In the next lesson, students describe the pieces of research to one another in pairs or small groups.

Writing about data

Academic attitudes SB pages 114–115

Warm-up

- 1 Put students into pairs to discuss the questions. Ask pairs to tell the class what they think. Take a quick class vote to find out which subjects are most popular.

Studying the sample

Understanding the task

- 2 Tell students to skim read the text. Give them a time limit, for example, one minute. Students scan the text to find the answers to the questions. Tell them that they should be able to support their answers with examples from the text. Students compare their answers with a partner's. Check the answers with the class.

- 1 A report – it tells us the facts and gives an impersonal conclusion, it doesn't contain any personal comment
- 2 Describes research – a lot of statistical information; quotes from researchers and results of surveys
- 3 Formal – no contracted forms; formal vocabulary and expressions; use of passive

Ask students for their reactions to the survey.

Language notes

dead (informal) – very

tend to – be inclined / likely to

Culture notes

secondary school – a school for students between the ages of 11 and 18

Leicester – a town in the East Midlands. It is pronounced /'lestə/.

Using headings

- 3 Tell students to skim read the text and match the headings. Check the answers with the class.

1 d 2 b 3 e 4 c 5 a

Ask students which parts of the text helped them to choose their answers.

- a ... a passion for science can be maintained by enthusiastic teachers ...
- b ... 43% said they would like to be astronauts, 23% footballers
- c ... were not in the least surprised by the findings ...
- d Four out of five thought science at school was boring
- e The students ... produced a wide range of comments, ...

- 4 Students do the exercise in pairs. Tell students to look at the context in the article for help. When students have chosen as many meanings as possible, give them monolingual dictionaries to check their answers and to help with any meanings they are unsure of. Check the answers with the class.

1 a 2 b 3 b 4 a 5 b 6 a

Quick filler!

Write the groups of words below on the board. Each group contains the same letters as a word in the text. Ask students to discover, as quickly as possible, what the words are.

nasty room

pier next me

sure vein

oars taunt

The words are:

astronomy

experiment

universe

astronaut

- 5 Tell students to scan the text and underline all the statistics in italics before they try to match them. Check the answers with the class.

- a 43% ... 23% ...
- b Four out of five
- c Some 65%
- d 90%
- e one student in 14

Steps to better writing

Presenting statistics and information

- 6 Ask students to do the exercise on their own, without looking at the text again. Students compare their answers with a partner's. There are examples in the text which are the same as many of the answers, so ask students to check their answers against the text. Check the answers with the class.

Possible answers

- | | | |
|-----------------|------------------|------------------|
| 1 of, conducted | 2 in, in, up | 3 in, with, to |
| 4 out | 5 of, questioned | 6 seems |
| 7 revealed, of | 8 of | 9 thought / said |
| 10 confirmed | | |

Using the passive

- 7 Students do the exercise on their own. Check the answers with the class.

- was conducted (past simple)
- had been taught (past perfect)
- were questioned (past simple)
- had been suspected (past perfect)
- can be maintained (passive infinitive with auxiliary *can*)
- is represented (present simple)

- The passive is suitable for a report of this kind because:

- it is often not important / necessary to mention the agent, e.g. had been taught; were questioned; had been suspected.
- the focus is on the survey and its results, not on the people who carried it out, so, for example, it would not be appropriate to begin the text: *Researchers at the National Space Science Centre in Leicester conducted a survey ...*

- 8 Students do the exercise on their own. If necessary, remind them that it is not always necessary to mention the agent. Check the answers with the class.

- 1 A survey was carried out.
- 2 Students had been greatly motivated by enthusiastic teachers.
- 3 The findings of the survey will be published next week.
- 4 Students can be encouraged to take more interest in scientific subjects.
- 5 Science is often thought to be boring.
- 6 Science was often thought to be difficult.

Writing about data

Understanding the task

- 9 Ask students to read the task. Answer any questions they may have. Point out that questions need to have either *yes / no* answers or a clear set of choices.

- 10** Divide students into small groups to brainstorm ideas. Make sure one person makes a note of the best ideas. Students design a questionnaire which will give them the information they need. Monitor and provide help where necessary. When all the groups have finished, ask each group to read out their questionnaires. Ask the class to agree on a final set of questions which should be made up of a combination of each group's questions. This will be the final class questionnaire. Write it up on the board or onto a transparency.
- 11** Do the final class questionnaire orally as a class. Ask students to raise their hands to indicate their answers. Make a note of numbers by each question. At the end of the questionnaire ask students to calculate the percentages for each answer and write them next to each question. These are the statistics students will use in their reports.

Optional activity

Make copies of a questionnaire, for example one taken from a magazine, or one which comes with a product. It could be in English or in their own language. Ask students, working in pairs or small groups, to comment on it. Write questions like these on the board to focus their ideas:

Who is being questioned?

What does the questionnaire aim to find out?

Who is the information for? How do you think they will they use it?

What kind/s of question are used? (e.g. yes / no; tick box)

Are the questions appropriate for the aim of the questionnaire?

Are the questions clear?

Groups share their comments with the class.

- 12** Remind students of the comments the students made in the report. Ask students to make comments on the class questionnaire. Write the best ones on the board.

Planning

- 13** In the same groups they were in for 10, students make notes of the information they think they will need. Monitor and provide help where necessary.

Writing

Exam training Presenting data

Tell students to include a paragraph in their report that discusses conclusions about the results of their questionnaire. Advise them to look back at paragraph 4 in the report. Explain that including this information gives the survey and the report a clear purpose.

- 14** Students write their reports in class or for homework. Remind students that there are several phrases they could use in 6. Also remind them to use the passive.

Checking

- 15** When students have written their reports, ask them to exchange them with a partner's and check each other's. Have they used the passive appropriately?

Revision idea!

A school has been given a substantial sum of money by a local company to be spent on one of the three things below – the school can choose. A survey has been conducted to find out what the students and teachers want: the results are shown in the table below.

	Students	Teachers
a science centre	16%	59%
a swimming pool	42%	27%
a theatre	42%	14%

Typical comments:

'A science centre would mean that we could become the leading school in science in the whole region, perhaps the whole country.' (teacher)

'There are no good swimming pools in the area: students, teachers and parents could enjoy themselves, and become fitter at the same time. The school might also do better in national swimming competitions.' (student)

'We don't need a theatre – we have a perfectly good hall for plays and concerts.' (teacher)

'If we had a properly equipped, comfortable theatre, we could make the school an important cultural centre for the town.' (student)

Ask students to write a brief report on the results of the survey. It will be read by students and teachers at the school, parents, and the directors of the company.

Let's practise grammar SB page 116

Some or all of these exercises can be given as homework.

Third conditional

- 1 1 had known, would have invited
2 had passed, would have bought
3 would you have done, had asked
4 hadn't broken down, would not have been
5 would have given, had asked
- 2 1 If Maria had had enough money, she would have gone on holiday.
2 If we had booked tickets in advance, we would have seen the concert.
3 If the police had caught the thief, he would have gone to jail.
4 If I hadn't found my glasses, I wouldn't have been able to watch the film.
5 Matt would have bought the car, if it hadn't been too expensive.
6 If they had been driving carefully, they wouldn't have had an accident.
- 3 1 he might have offered help
2 They might have caught
3 She would have come
4 you should have revised more
5 they ought to have arrived earlier
6 The athlete could have won the race
7 Clare could have been

Wishes and regrets

- 4 1 ... he hadn't left school at sixteen
 2 If only Ben had got the job.
 3 Tina wishes she hadn't broken her leg.
 4 I wish I hadn't forgotten about Pam's ...
 5 If only I had travelled ...
 6 We wish we had gone / could have gone to the mountains.
 7 Martin wishes he hadn't missed the bus.
 8 If only Jenny hadn't forgotten to lock the door ...

Let's practise skills SB page 117

Reading

- 5 1 had known 2 would not have been
 3 had not been 4 would not have refused
 5 had been 6 would have taken
 7 had not asked 8 would never have got
- 1 T 2 T 3 F 4 F 5 F

Writing

- 6 Students' own answers

Listening

Tapescript 9.5

- Int: If, like me, you're always forgetting things, you'll be very interested in our next guest. Professor Abrahams has been looking at how memory works. Professor Abrahams, is it possible to improve your memory?
- Prof: Yes, it is. But you've got to go about it the right way. Some people think they'll get better at memorising things if they practise a lot, but it doesn't work that way.
- Int: You mean, just repeating the list won't help?
- Prof: Yes. One important study tested some university students on their ability to memorise: poetry, the meaning of Turkish words, dates of historical events, and so on. One group practised memorising things. The second group learned techniques for remembering things. And the third group did nothing at all. When they were tested again, the group that had learned techniques for memorising things did much better on the test than the others. The students who had practised memorising things and the students who had done nothing at all did about the same on the test as they did before.
- Int: So you don't get better at memorising things just by doing it more. But you can get better by learning how to do it. What sort of things can you do?
- Prof: If you just repeat a list: comb, book, can of beans, left shoe, and so on, you are using your 'working memory'. Your working memory is great for jobs like remembering a phone number for a few minutes. But very soon, you'll forget it. Your working memory can only hold a little bit of information for a short time. If you want to remember more things for longer, you need to put them into what we call your 'long-term memory'. You do that by connecting new information to memories that you already have, by what scientists call 'elaborative encoding'. You move that list of objects out of your working memory and into your long-term memory.
- Int: And how do you do that?
- Prof: Well, there are a number of ways. One simple one is the mnemonics we all used at school to remember the planets in the solar system ...

Int: Oh yes: My Very Easy Method Just Speeds Up Naming Planets.

Prof: That's right, the first letters give you Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune and Pluto. Another way is to tell yourself a story, and you associate each item you want to remember with an event in the story. That way, a random list becomes a meaningful sequence. It's hard to remember all the items in a list where nothing is connected to anything else. It's easier to remember when one item is attached to a whole lot of others. Making a mental picture, giving yourself a visual clue, also helps you remember something later.

Int: I'll give it a try. Thank you very much Professor Abrahams.

7 1 b 2 b 3 c 4 a

Word focus SB pages 118

Word building

1	verb	noun	adjective
1	X	intelligence	intelligent
2	to think	thought	thoughtful
3	to memorise	memory	memorable
4	to know	knowledge	knowledgeable
5	to imagine	imagination	imaginative
6	to inform	information	informative
7	to concentrate	concentration	concentrated
8	to confuse	confusion	confused

- 2 1 intelligent / knowledgeable
 2 to concentrate
 3 to memorise
 4 knowledgeable
 5 thoughtful
 6 imagination
 7 confusing
 8 informative

Phrasal verbs with take

- 3 1 f take in = understand something
 2 e take to something = like something / someone
 3 a take something back = admit you are wrong
 4 d take it out on someone = behave badly towards someone because you are upset
 5 c take on = to take responsibility for something
 6 b take after = to look or behave like a member of your family

- 4 Students' own answers

Prepositions

- 5 1 with 2 of 3 at 4 from 5 to 6 for

Words that go together

- 6 1 b 2 c 3 c 4 a 5 a 6 c 7 b

Culture focus *Tate Modern* SB page 119

Warm-up

Write this question on the board: *What is art?* Ask students to make a list of different art forms. You might want to give them a start with *sculpture*. Alternatively dictate the list of possible answers and ask them to discuss the ones which interest them the most.

Possible answers

painting, drawing, music, sculpture, theatre, cinema, photography

Culture notes

The Tate Modern is one of four Tate galleries in England, the others being Tate Britain (also in London), Tate Liverpool and Tate St. Ives. The Tate Modern is in central London, near St. Paul's Cathedral. More information at www.tate.org.uk/modern/

Language notes

brehtaking and *stunning* – very impressive

the summer nights draw near – *draw* means *get* in this context

- Before students do the exercise tell them to skim read the text. Students do the exercise on their own. Tell them just to mark T or F now, not to correct the false statements at this stage. Check the answers with the class.

1 F 2 T 3 T 4 F 5 F 6 F 7 T 8 T
9 T 10 F

Students now work in pairs and correct the false sentences.

- 1 It has been built inside a power station.
- 4 The entrance is parallel to the river.
- 5 Visitors enter by an escalator.
- 6 The building has a glass roof.
- 10 It's free for everyone.

- 2 Divide students into small groups. Tell them to look at the picture and discuss what they think of the statue. Ask groups to share their opinions with the class.

Talking about your country

- 3 Before students do the exercise give them time to read the questions and think about their responses. Divide students into groups of four or five. Monitor the discussions and help with vocabulary if necessary. Allow a maximum of ten minutes. Groups share their ideas with the class. This may lead to further discussion.

10 Divided loyalties

See Unit summary on Contents pages 6–7

Love conquers all SB pages 120–121

Language note

Love conquers all – an English translation of a well-known quotation from Virgil's Eclogues – *Omnia vincit Amor*.

Warm-up

- 1 Divide students into small groups to look at the pictures and answer the questions. Ask groups to share their ideas with the class.

Culture notes

Romeo and Juliet – Shakespeare's first romantic tragedy, probably written about 1595. Romeo's and Juliet's families, the Montagues and Capulets, are the two most important families in Verona, and bitter enemies. In disguise, Romeo attends a feast given by Juliet's father, Old Capulet. There he sees and falls in love with Juliet. After the feast he hears Juliet, on her balcony, confess her love for him. They are secretly married the next day. Old Capulet then decides to make Juliet marry another nobleman, Count Paris. Romeo kills Juliet's cousin Tybalt in a fight, and is ordered to leave Verona forever. On the night before the wedding to Paris, Juliet takes a drug that puts her to sleep and she is placed in the family tomb. Romeo returns to Verona and, thinking that Juliet is dead, takes poison. Juliet wakes up and, finding Romeo's body beside her, stabs herself.

Ask students if they have seen the film from which the picture on page 120 was taken, or other performances of Shakespeare's play. Did they enjoy them? Why / Why not?

Reading

- 2 Ask students to skim read the article and answer the question. Give them a time limit, for example, three minutes.

The story of Jason and Merian is similar, in some ways, to that of Romeo and Juliet. Both pairs fell in love at first sight, but were forced to separate.

Language notes

kit out – equip, dress

awesome (American English, informal) – wonderful

move on – in this context *allow her life to develop in a new way*.
For example: *For a long time after her parents died she was very depressed, but now she feels able to move on.*

Culture notes

Love in a hot climate – adaptation of the title of the novel *Love in a Cold Climate*, by the 20th-century English writer, Nancy Mitford. The hot climate refers to Bahrain.

New York Yankees – name of a famous baseball team. A Yankee is an American who lives in one of the northern states, especially in New England. Yankee or Yank can also be used to refer to Americans in general, often impolitely.

- 3 Give students time to read each question carefully. Remind them to anticipate possible answers. Remind them, while they are reading the questions, to mark in pencil any answers which they think are the right ones from their memory of the article. They should then go back to the text and check their choice. Students do the exercise on their own. Give them a similar time limit to the one they will have in the exam. Check the answers with the class.

1 c 2 d 3 b 4 a 5 b 6 c

Ask students which phrases from the text helped them choose their answers.

- 1 ... the story of a modern Romeo and Juliet.
- 2 ... When their eyes met in a crowded shopping mall
- 3 ... he forged documents for Merian so that she would appear to be a member of the marine corps.
- 4 After being released by the immigration service ...
- 5 ... the president of a company ...
- 6 It's a thriller and there could be three different endings.

- 4 Ask students to discuss divided loyalties and speculate how Jason and Merian's story will end. Encourage them to use *may / might* and adverbs such as *possibly* and *perhaps*.

Divided loyalties are: loyalty to her family or to him; loyalty to the army or to her; loyalty to him or to her new life in America

Quick filler!

Ask students to make sentences about the story using the third conditional, for example:

If Jason hadn't joined the marines, he wouldn't have gone to Bahrain.

If Jason and Merian hadn't gone shopping at the same time, they wouldn't have seen each other.

Optional activity

Ask students to imagine that Mary Aloe has commissioned them to prepare the script for a film of Jason and Merian's story. Ask them to work in pairs or small groups and decide:

- how the story will end (they can either base their ideas on one of the endings suggested by Aloe, or think of one of their own)
- what the title of the film will be

Tell them that Aloe has paid a lot of money for the film rights, so she will want the film to be a commercial success!

Vocabulary

Love and romance

- 5 Students do the exercise on their own then check their answers with a partner's. If monolingual dictionaries are available, give one to each student or pairs of students when they have explained as many of the words as possible. Check the answers with the class.

Possible answers

- Two people from different places and backgrounds that fall in love.
- To fall in love with someone immediately you see them.
- The process of two people getting to know each other romantically.
- A special relationship between people who love each other.
- When you can't stop thinking about someone and want to be with them all the time.
- Live happy lives together forever.

Uses of *make*

- 6 Students do the exercise on their own. Check the answers with the class.

1 e 2 a 3 d 4 b 5 c

- 7 Students work in pairs to complete the sentences. Check the answers with the class.

- 1 made for 2 make sacrifices
3 make fun of 4 made a habit of

Optional activity

Ask pairs if they can think of other uses of *make*, either with a preposition or other words. If they find this difficult, let them use monolingual dictionaries. Ask pairs to share their answers with the class.

Masculine and feminine nouns

- 8 Students do the exercise on their own or in pairs. Check the answers with the class.

- 1 prince 2 heroine 3 daughter-in-law
4 nephew 5 actress 6 king
7 lioness 8 cow

Optional activity

Ask students if they can think of other masculine and feminine pairs.

Time to talk!

Ask students to read the statements. Give them about two minutes to note down their responses. Divide them into pairs or small groups of four or five to discuss their responses. Pairs or groups share their opinions with the class. Can they think of examples of people who have sacrificed their careers for family ties?

Revision idea!

Write these prepositions on the board. Ask students, without looking at the text, to match the verbs with the prepositions and then to write sentences using the verb-preposition pairs.

dream	from
flee	of
confine	for
release	to
demote	
arrange	

- dream of flee from confine to
release from demote to arrange for / to

Students read out their sentences to the class.

Grammar SB pages 122–123

► Grammar reference: SB page 140

Reported speech

Quick quiz

- 1 Ask students to do the quiz on their own or in pairs. Use it as a diagnostic test to find out how much they know about reported speech. Check the answers with the class.

- 1 three: statements, orders / commands, questions
2 the tense, the word order, do you need *if?*, changes such as *this to that*

- 2 Students discuss the questions in pairs. Ask for their opinions and encourage comment and comparison.

Reporting statements

- 3 Ask students to read the cutting. Answer any questions. Go through the example with the class focusing on the changes needed. Students do the exercise on their own. Students compare their answers with a partner's. Check the answers with the class.

- 2 John told me that the battle had started that morning while it was still misty.
3 He explained that the re-enactment was only part of the weekend's entertainment.
4 He admitted that he took his role playing seriously.
5 He said that everyone chose to be a historical character similar in age or background.
6 He insisted that they would never change the character they had chosen.
7 He made it clear that they were remembering the days when they had had to fight for a cause.

Optional activity

For more practice of reporting statements, put students into pairs and ask them to talk about what they did last weekend. They should make short notes on their partner's answers. Then change the pairs and ask them to report to their new partner what their old partner had done. Monitor to check they are using the structure correctly.

Reporting verbs with *-ing*

- 4 Ask a student / students to read out the rule and the examples. Students do the exercise on their own then check their answers with a partner's.

- 1 My brother denied borrowing my CD.
2 Bill insisted on trying the chocolate ice-cream.
3 Sylvia recommended seeing Leonardo DiCaprio's new film.
4 Simon accused his sister of taking his new jacket to the party.
5 Jim suggested playing football in the park.

Reporting orders and requests

- 5 Ask students to study the examples and answer the questions in pairs. Check the answers with the class.

- 1 told
- 2 asked
- 3 imperative becomes *to* + infinitive
- 4 use *not* before *to* + infinitive

- 6 Advise students to match each verb with a sentence before they convert the sentences into reported speech. Check the verbs with the class first.

- | | | |
|--------|---------|--------------|
| 1 tell | 2 order | 3 plead with |
| 4 ask | 5 urge | |

Students convert the sentences on their own. Check the answers with the class.

- 1 The mother told her son not to talk with his mouth full.
- 2 The policeman ordered the robber to stay where he was.
- 3 Jamie pleaded with his older brother to let him go with him.
- 4 The bus driver asked the passengers not to put their feet on the seats.
- 5 The careers adviser urged the students to think carefully before accepting a job.

Reporting questions

- 7 Ask students to read out the two examples. Answer the questions orally as a whole class.

Culture notes

Robert E(dward) Lee (1807–1870) – commander-in-chief of the Confederate armies in the Civil War. The Confederates fought for the South, and the Federals for the North.

- 1 What time is the re-enactment going to start?
Was Robert E Lee a Confederate or Federal general?
- 2 a has a question word (what time) b is a yes-no question
- 3 with a question word the word order changes to that of a statement; with a yes-no question as well, but you must also start the questioning phrase with *if*

- 8 Students do the exercise on their own or in pairs. Again advise them to match the questions and answers before reporting them. Alternatively, do it orally with the whole class.

- 1 b 2 a 3 c 4 d

Possible answers

- 1 She asked where the museum devoted to the Civil War was.
He told her that it was at Pamplin Park near Petersburg.
- 2 She wanted to know what made the museum special.
He said that it used the latest interactive technology.
- 3 She enquired whether / if many lives had been lost in the Civil War.
He said that 620,000 people had lost their lives / lives had been lost.
- 4 She wondered what the soldiers had done to amuse themselves in the winter.
He responded that they had had snowball battles.

Optional activity

Ask students to think of an activity or hobby which they enjoy. Then ask them to find a partner with a different activity or hobby. Each student thinks of five questions to ask his / her partner about their activity or hobby. The pairs ask each other their questions and note down the answers. The pairs join other pairs to make groups of four or six and report their interviews to the rest of the group.

Indirect questions without tense changes

- 9 Ask students to read the examples and rules, and then do the exercise in pairs. Check the answers with the class.

- 1 I wonder if the re-enactors are mad.
- 2 Do you know whether anybody ever gets hurt?
- 3 I want to know when the re-enactment finishes.
- 4 I'd like to find out what all the re-enactors do for a living.
- 5 Have you any idea whether you'll come back for the re-enactment next year?
- 6 Tell me how long have you been taking part in the battle.

Quick filler!

Brainstorm reporting verbs which indicate volume or manner, for example: *ordered*, *pleaded*, *grumbled*, *whispered*, *shouted*, and write them on the board. Ask students to think of two or three short sentences and decide how to say them i.e. in what manner or how loudly. Students say their sentences to the class in the manner they have chosen. The rest of the class guesses the reporting verb!

Let's activate!

- 10  10.1 Ask students to read the headings and answer any questions they may have. Tell them you are going to play the recording twice. After you have played the recording for the first time, give them a minute or two to check their notes before playing it again.

Tapescript 10.1

Well, here we are in Northern Virginia – and we're actually here for the first ever re-enactment of the long battle fought for the Mule Shoe. It's actually a warm and sunny Saturday morning – in fact, nothing at all like the scene at five o'clock this morning when the first battle of the day was taking place. It was very misty this morning and the area was covered in artillery smoke. What must it have been like for those soldiers on the morning of the real battle in 1864, I wonder? Well, thankfully, we'll probably never know, but certainly, from where we're standing now, the cavalry battle almost looks like the real thing. Each soldier looks determined in his desire to win the battle, and is dressed exactly as he would have been in those days and the weapons are all authentic copies, too. But don't worry. We have been assured that nobody actually gets hurt in these battles. In fact, nobody seems to be falling off their horses either but it's a truly amazing spectacle ...

Culture notes

The battle for the Mule Shoe – May 8th–21st 1864 between Union commander Ulysses S Grant and Confederate General Robert E Lee. The Mule Shoe was an area of high ground in a small crossroads village called Spotsylvania Court House. It was held by Lee and heavily fortified. The battle was bloody and raged for days.

Language notes

the real thing – here: the actual battle

authentic copies – copies of authentic weapons

Check the answers with the class.

- 1 Northern Virginia
- 2 report on first re-enactment of battle for Mule Shoe
- 3 warm and sunny
- 4 misty; area covered in artillery smoke
- 5 determined to win; dressed as they would have been in the actual battle; copies of authentic weapons

- 11 To provide a model, ask one or two students to make sentences using the openers. Students do the exercise in pairs. While the pairs are working, monitor and make notes of any points which need further practice.
- 12 Brainstorm historical events in their country. Write them on the board. Ask students to choose an event and to discuss with a partner why they have chosen that event. Point out that the partner should make notes in English so that they can report the answers to the class. Monitor and provide help where necessary. Ask students to report their findings to the class. Make a note of any frequent errors for correction later.

Revision idea!

Choose a recorded interview from an earlier unit in this book. Select part of the interview – about five questions and answers. Play your selection two or three times. Students make notes and then write a report of what was said. Encourage them to use a variety of reporting verbs.

Listening and speaking

Opting out SB pages 124–125

Warm-up

- 1 Discuss the questions with the class. How many of them would like a busier lifestyle than the one they have at the moment? How many would like a quieter one?

Listening

- 2 Students to do the exercise in pairs. Ask pairs to share their ideas with the class.
- 3  10.2 Give students time to read the statements. Answer any questions they may have. Make sure they understand that one statement is not needed. Tell students that you are going to play the recording three times. Play the recording. Students listen and mark as many answers as they can.

Tapescript 10.2

Speaker 1

I was working in London as a travel writer for a magazine. I was getting a bit jaded with city life and I'd just broken up with my girlfriend. Anyway, I'd been sent to this amazingly beautiful place in California to do an article on a self-sufficient community. While I was there, I came across an advertisement for a room to let in a house up in the hills, miles from anywhere. I made a snap decision to go and see it. I had the most terrifying journey on dirt track roads to reach it – but when I eventually got there, there was no doubt in my mind at all. This was the place for me – job or no job!

Speaker 2

People still can't believe we did it. I'd been working as an engineer in Britain for a few years. It was hard work and I was getting fed up with travelling around the country. Well, Mary and I came to the West Indies on holiday and began to realise that there were alternatives to the daily grind! I gave the matter a lot of thought. I reckoned if we sold our house at home, we could just about afford to open a guest house here. Mind you, all our relatives said we were completely mad, and we'd soon get sick of it. But, er, here we are, with no regrets at all.

Speaker 3

About three years ago, my house was destroyed in a storm and, by some strange coincidence, a 727 Continental Airlines plane was heading for the end of its natural life in a nearby scrap yard. I paid four thousand dollars to haul it to a plot of land overlooking the lake and make it my permanent home. The neighbours weren't exactly overjoyed. They thought it would lower the tone of the area, which it didn't. Unfortunately, some youngsters in the neighbourhood stole one of the emergency exit doors. But it's OK now. I've converted the cockpit into the washroom and the first class compartment into a bedroom. Actually, I still have most of the original features, apart from the wings and the nose cone.

Speaker 4

I was earning huge sums of money as a recruitment consultant and it was great for a while. But it all got too much. I became exhausted and miserable. I spent ages looking through brochures and finally decided that I would enrol on a Circus Skills course. It turned out that I had a knack for clowning around and I couldn't believe it when I was offered my own solo performances in hospitals round London. Eventually, I got a job as a clown in a real circus, so I bought a camper van to travel around in. My family couldn't understand why I'd given up such a successful career but now they support me 100 per cent.

Speaker 5

I was a police officer. It was a 24-hour-a-day job and the stress was beginning to have an effect on my relationships. I was staying on a sheep farm in Wales, and one morning, I found myself on a mountain top with a shepherd's crook in one hand and a friendly lamb at my side. I slowly began to realise that I could make a living out of being a shepherd. My friends couldn't believe it at first. They thought that I'd lost my mind. I had to sell my house and I'm now living on the farm. I'm earning very little, I miss my friends, and it's jolly hard work, too. But it's a dream compared to being a police officer.

Speaker 6

Modestly speaking, I'm brilliant at tennis. Everyone said I'd be up there with the world champions if I really trained hard. And I did train hard. It was every evening, every weekend. It just went on and on. Then there was all the travelling to tournaments – dragging my family all over the place. In the end, I decided it wasn't worth the effort. I had no social life, no friends. It took me a long time to realise that there were other things in life besides tennis. Everyone was disappointed but they could understand why I made the decision to give it all up.

Language notes

the neighbours weren't exactly overjoyed – an example of understatement. The neighbours were probably quite angry.

pinch – steal

washroom (American English) – toilet

Play the recording again. Students check and complete their answers. Students compare their answers with a partner's. Play the recording for a third time. Ask students to identify the statements the speakers made on the recording which helped them choose their answers. Check the answers with the class.

- Speaker 1 c Speaker 2 g Speaker 3 f
 Speaker 4 a Speaker 5 e Speaker 6 b
- Speaker 1 I made a snap decision.
 Speaker 2 I gave the matter a lot of thought.
 Speaker 3 The neighbours weren't exactly overjoyed.
 Speaker 4 I couldn't believe it when I was offered my own solo performances.
 Speaker 5 I had to sell my house ... I'm earning very little ...
 Speaker 6 I had no social life, no friends.

Idioms

- 4 Give students time to read the sentences. Encourage them to anticipate what might go in the gaps. If they cannot predict a word, they should be able to say whether or not they are looking for a verb, noun etc. Play the recording, pausing between each speaker to let students fill in the missing words. Check the answers with the class.

Speaker 1

- 1 jaded
 2 broken up
 3 snap

Speaker 2

- 4 fed up
 5 daily
 6 sick

Speaker 3

- 7 heading
 8 lower

Speaker 4

- 9 knack

Speaker 5

- 10 lost
 11 mind
 12 jolly

Speaker 6

- 13 worth

- 5 Students decide what the idioms mean in pairs. If they find it difficult, let them use monolingual dictionaries. Pairs share their answers with the class.

1 jaded with – tired of

- 2 broken up with – separated from

- 3 snap decision – sudden decision

- 4 fed up – bored

- 5 the daily grind – the dull routine

- 6 get sick of – get tired of

- 7 head for – move towards

- 8 lower the tone of the area – make the character of the area less attractive

- 9 knack – special skill

- 10 lose (one's) mind – go mad

- 11 jolly (Br. Eng.) – very

- 12 not worth the effort / it – the effort did not bring sufficient rewards

Optional activity

Write these adjectives on the board:

impulsive

unconventional

eccentric

practical

entertaining

lonely

brave

independent

poor

hard-working

Play the recording again and ask students to decide which adjectives describe the speakers on the tape. Point out that they should quote sentences from the tape which support their decisions, for example: *impulsive* – Speaker 1: *I made a snap decision to go and see it.*

Vowel sounds

- 6  10.3 Students do the exercise in pairs. While they are working, write the words on the board. Ask students for their answers and underline the words they think contain the same sounds in a different colour, even if they are wrong. Do not confirm their answers yet. Play the recording for students to check their answers. Invite students to the board to underline the correct words if any mistakes have been made.

Tapescript 10.3 and answers

- | | | |
|---------|-------|-------|
| 1 area | tea | reach |
| 2 door | soon | room |
| 3 head | great | said |
| 4 look | book | pool |
| 5 work | fork | talk |
| 6 huge | hug | few |
| 7 plane | plain | plan |
| 8 first | hurt | worth |

Play the recording again, pausing after groups where corrections were needed so that students can practise the words.

Speaking

- 7 Students do the exercise on their own or in pairs. Check the answers with the class.

1 f 2 b 3 c 4 e 5 a 6 d

Quick filler!

In English, when someone wants to express disagreement, they often use more words than are strictly necessary because it sounds more polite. Ask students which words are not essential to the meanings of the phrases in 7.

- Key (I know you're not keen on the idea, but you never know,) you might enjoy ...
 (I'm sorry but) I (really) don't want to ...
 (The thing is that) it's (not) a good idea because ...
 (Just) be careful because ...
 (Can you) tell me ...

Exam training Role play

Remind students that preparing the role play in English will make it easier to perform and highlight any vocabulary problems before they start.

Role play

- 8 Put students into pairs and tell them to decide who is A and who is B. Students read their roles. Answer any questions. Give students a few minutes to prepare their roles in English. Encourage them to look back at 7 and to choose some phrases to include.

Students perform their role plays. Monitor and make a note of any frequent errors for peer correction later. You may want to ask the better pairs to perform their role plays for the class. Pairs then reverse roles. Give them a minute or two to prepare their new roles before asking them to start.

Soundbites

Memory

- 9  10.4 Play the song and ask students to order the verses. Check the answers by playing the song again.

Tapescript 10.4

- Key Verse 1: Memory, all alone in the moonlight
 Verse 2: Daylight, I must wait for the sunshine
 Verse 3: Touch me, it's so easy to leave me

Culture notes

This song is from the hit musical *Cats*, the story of which is based on a group of children's poems by T. S. Eliot, a major 20th century poet who was born in America but spent most of his life in England. The atmosphere of melancholy and the setting of a city street at night is characteristic of Eliot's poetry, and some of the lines in the song are based on other poems by him, for example:

*Every street lamp that I pass
 Beats like a fatalistic drum, ...*

*The lamp sputtered,
 The lamp muttered in the dark.*

*From Rhapsody on a windy night
 The winter evening settles down
 With smell of steaks in passageways.*

*From Preludes
 The burnt-out ends of smoky days.*

- 10 Students answer the questions in pairs. Check the answers with the class.

- Key 1 She thinks life was beautiful; she was happy.
 2 She has decided to make a new start in life.
 3 Students' own answers

Writing an essay

Conflicting interests SB pages 126–127

Warm-up

- 1 Divide students into small groups. Ask them to read the problem and answer any questions they may have. Groups discuss the problem. When they have finished, join one group with another to compare their ideas and decisions.

Studying the sample

Understanding the task

- 2 Students do the exercise in pairs. Make sure they understand the essay title, it is quite challenging (it means that even though tourism causes a lot of problems, countries need it). Check the answers with the class.

- Key a for b against c against
 d for e for f against

- 3 Students skim read the article and match the topics and paragraphs on their own. When they have finished, ask them to read the article again and to underline the parts of the text that helped them make their choices. They may wish to change their answers when they have done this. Check the answers with the class. Ask students to read the parts of each paragraph they underlined.

- Key a 3 b 4 c 2 d 1

- 4 Students do the exercise on their own or in pairs. When students have found as many words as they can, give them a monolingual dictionary to check any meanings they are unsure of. Check the answers with the class.

- Key 1 setbacks
 2 prosperity
 3 natural resources
 4 critics
 5 intrusion
 6 respect
 7 issue
 8 effects

Steps to better writing

Presenting an argument

- 5 Ask students to complete as many phrases as they can without referring back to the text. Once they have done as many as they can, they can look back for help. Point out that they will not find the exact phrase in the text, but should look for something similar.

- Key 1 part 2 nothing 3 benefit 4 favour
 5 results 6 lead 7 side 8 argument

Link words and connectors

- 6 Remind students to skim read the text before they try to complete it. Also remind them to look at what comes before and after each gap. Students complete the text on their own and then check their answers with a partner's.

- 1 as well as
- 2 Nevertheless
- 3 Despite
- 4 so
- 5 This in turn
- 6 In conclusion

Words that go together

- 7 Give students a few seconds to look through 1–8 and then choose the nouns orally as a class. Students should underline them as you go through. When you have finished, ask students to find each combination in the text to see how they are used in context. This will help them to explain what each one means. Check the explanations with the class.

- 1 welcome prosperity (paragraph 2) people like the financial benefits
- 2 limited wealth (paragraph 2) they can't generate more wealth than they have already
- 3 natural resources (paragraph 2) oil, gas, minerals occurring naturally
- 4 an increased understanding (paragraph 2) people understand more about each other's culture and way of life
- 5 unacceptable behaviour (paragraph 3) behaving in an anti-social way
- 6 local inhabitants (paragraph 3) people who live in the places
- 7 financial gain (paragraph 3) receiving money from something
- 8 an emotive issue (paragraph 4) a problem which causes heated discussion

Writing your essay

Understanding the task

- 8 Students read the task. Put them into pairs to discuss it. Advise them to make a note, in English, of their arguments for and against the statement.

Planning

- 9 Students read the points listed and make their lists. Advise them to look at the notes they made in 8 as they may have covered some of the points there.

Writing

- 10 Students write their essays in class or for homework. Point out that they should refer back to the sample essay on page 126 for help.

Checking

- 11 Students can check their own work before displaying their essays for others to read. Find out how many students are for and how many are against tourism.

Let's practise grammar SB page 128

Some or all of these exercises can be given as homework.

Reporting statements

- 1 1 Clint made it clear that he wasn't interested in romantic films. He said he'd rather see a western.
- 2 Meg explained that she had stayed up last night watching TV and that was why she was tired.
- 3 Ryan insisted that it was too late to walk home. He said he'd take me in the car.
- 4 Monica told me that Ross and Emily had just split up. They'd had a terrible argument.
- 5 Diane explained that if she had seen Peter yesterday she would have told me.

Reporting orders and requests

- 2 1 Don't smoke in this area of the restaurant.
- 2 Please don't phone the police.
- 3 Sit down and open your books at page 67.
- 4 Don't park your car here.
- 5 I advise you to be careful when you go climbing at the weekend.
- 6 Be quiet. The baby is sleeping.

Reporting questions

- 3 1 b 2 a 3 c 4 d 5 f 6 e

- 4 a She asked how we met.
- b She asked how long I had been living with Bill.
- c She asked if we had fallen in love straight away.
- d She asked what I would change about him if I could.
- e She asked what advice I would give to newly weds.
- f She asked why our marriage had lasted so long.

Indirect questions without tense changes

- 5 1 I wonder what the secret of a successful marriage is.
- 2 Could you tell me if you have ever had a serious disagreement.
- 3 I'd like to know how you resolved it.
- 4 I want to know if you have any regrets.
- 5 Do you know how you're going to celebrate your wedding anniversary next year.
- 6 Could you tell me if it's difficult being married for so long.

Let's practise skills SB page 129

Listening

Tapescript 10.5

- Int: Sports stars and pop stars are favourites with the advertisers. Children will pester their parents to buy the brand their heroes promote because they see it as a way of getting close to the stars they admire. Parents have criticised pop stars and sports stars who promote fatty, sugary or salty foods to children. What do our listeners think? Our first caller is Angie, from Hastings. Hello, Angie, are you a parent?
- Angie: Hello. Yes, I've got one little boy. He's ten.
- Int: And what's your view Angie?

- Angie: Well, I think these celebrities could be the best people to educate children about healthy and unhealthy food. It's a shame that they use their influence to push high-salt, high-sugar snacks when they could be educating children about healthy eating. That way, they'd do some good.
- Int: Thank you, and here's Ben, from London. Ben, what have you got to say?
- Ben: What people forget, I think, is that children aren't fat because they eat snacks like crisps. It's OK to eat crisps as part of your diet. The problem is that children don't get enough exercise. They need games and PE lessons at school.
- Int: Thank you Ben. Now let's hear from Caroline, Caroline, where are you from?
- Caroline: Hello, I'm from West London and I've got two children, they're eight and six. I have to say that I actually like these ads, a lot of them are great fun. They make my children laugh. It's just such a shame they aren't being used for something else, something healthier.
- Int: Thank you Caroline. Now, let's have an expert opinion. Dr David Black is a nutritionist.
- David: Yes, that's right. From my point of view, I think it's a shame that stars promote crisps (which are full of fat and salt) and sugary, fizzy drinks. I bet they don't eat and drink the products they promote. People still don't realise how unhealthy these salty snacks and sugary drinks are. It's a real problem. A fifth of children are now overweight. The vast majority eat too much saturated fat and over half eat too much salt. The independent view is that obesity is most likely to be the result of a poor diet combined with a lack of exercise. In spite of the clear evidence that diet has the most important role to play in health, these celebrities insist we should concentrate only on exercise, and leave their precious ads alone.
- Int: OK, now, we've just time for one more call. Can you give us your name, please?
- Elaine: Hello, my name's Elaine. The question I want to ask is: Why do the stars do these ads? They don't need the money, do they? It would be much better if they acted as positive role models. I think it's especially important for sporting personalities.

- 6 Speaker 1 e, j Speaker 2 h, a Speaker 3 g, b
Speaker 4 d, i Speaker 5 c, f

Writing

- 7 1 4 2 1 3 5 4 3 5 2

- 1 had to feel the motivations and emotions of their characters
- 2 being famous could be difficult, but that in London she used underground and went to the supermarket or out when she wanted to.
- 3 she didn't have so many problems with the press.
- 4 meditation and yoga were an important part of her day.
- 5 she was young, she wanted to have fun, dance, have a good time.

Word focus SB page 130

Idioms

- 1 1 b 2 c 3 d 4 e 5 a
2 1 b 2 a 3 e 4 c 5 d

Prepositions

- 3 1 through 2 on 3 by 4 to 5 in 6 on 7 in

Words that go together

- 4 1 a 2 b 3 c 4 b 5 b 6 a

Expressions with make

- 5 1 made ... wait 2 made for
3 make a habit of 4 (has) made ... sacrifices
5 make fun of 6 made up

Reading for pleasure

The Charge of the Light Brigade by Alfred Lord Tennyson SB page 131

Tapescript 10.06

Warm-up

Ask students to name any famous poets and any of their poems. Do they ever read poetry? Ask if any of them can recite a poem.

Culture notes

The poem was written in 1880 and refers to the 13th Light Dragoons in the Charge of the Light Brigade against the Russian guns at the Battle of Balaclava during the Crimean War on 25th October 1854. Records show that the total strength of the brigade was 673 men, but on this day no more than 130 took part in the charge, of which 69 were killed and 61 survived.

Language notes

a league – a distance of 3 miles, or about 5 kilometres

battery-smoke – the smoke created by the cannons or big guns

- 1 Read the poem yourself or play the recording or ask students to read a verse each. Then ask them to answer the questions in pairs.

Possible answers

- 1 They obeyed orders without question.
- 2 To emphasise the enormous loss of life.
- 3 Jaws of Death, Mouth of Hell
- 4 Who would win?
- 5 Most died, a few returned, all were honoured. Because it was a famous battle.

Your reactions

- 2 Before students do the exercise, give them two minutes to read the questions and think about their responses. Divide the students into small groups to discuss the questions. Allow a maximum of ten minutes. Ask groups to share their ideas with the class. This may lead to further discussion if there are differences of opinion.

Let's revise Units 9 and 10

pages 132–133

Grammar

- 1 1 If Sue had given Jamie her phone number, he would have phoned her.
 - 2 I wouldn't have missed the train if I hadn't got to the station late.
 - 3 If we had read the question, we wouldn't have got the answer wrong.
 - 4 Alex wouldn't have got an interview if he hadn't applied for the job.
- 2 1 had won, hadn't spent
 - 2 hadn't dropped, had gone
 - 3 I hadn't lost, had been able
 - 4 hadn't listened, hadn't persuaded
 - 5 had learned, had decided
- 3 1 Jim admitted that what he did was sometimes boring.
 - 2 The children insisted that they would never do anything dishonest.
 - 3 Maria suggested going for a pizza.
 - 4 Bob accused me / him / her of telling a lie.
 - 5 The actor made it clear that the play had never been performed before.
- 4 Students' own answers
- 5 1 A spectator asked an official where the ticket office was.
 - 2 Susan wondered what the time was.
 - 3 Ted wanted to know if Mr Jones had ever been there before.
 - 4 I asked a programme seller what time the show ended.
 - 5 My friend enquired/asked whether/if had seen the show the day before.
- 6 1 Tell me if you're cold.
 - 2 I wonder if the show has finished.
 - 3 Have you any idea how much it costs to get in.
 - 4 I'd like to find out what everybody does here in winter.
 - 5 Do you know if it's going to rain tomorrow.

Vocabulary

- 7 1 intelligence
 - 2 memorise
 - 3 knowledgeable
 - 4 imaginative
 - 5 information
 - 6 concentration
 - 7 confusing
 - 8 thoughtful
- 8 1 took to 2 takes it out on 3 to take on
 - 4 took in 5 take after 6 took back
- 9 1 b 2 c 3 a 4 c 5 c

Writing

- 10 Students' own answers

You are what you drive

Student A

Part 1

Analyse the material below. Prepare to present it and discuss with Student B *how manufacturers advertise their cars.*



0% INTEREST ON CAR LOANS

Don't waste time looking for a used car

Buy a new one today!

Part 2

Ask Student B these questions.

- 1 What can you see in the pictures?
- 2 Does the car you drive affect how people see you?
- 3 Why are cars important to students?
- 4 Why would business people prefer a luxury car?
- 5 Can you think of other possessions people buy to increase their status?

Student B

Part 1

Ask Student A these questions.

- 1 What can you see in the pictures?
- 2 What type of message do the advertisers want to give about their cars?
- 3 What techniques do advertisers use to sell their cars?
- 4 What are the advantages of buying a new car, not a used car?
- 5 What would you look for in a car?

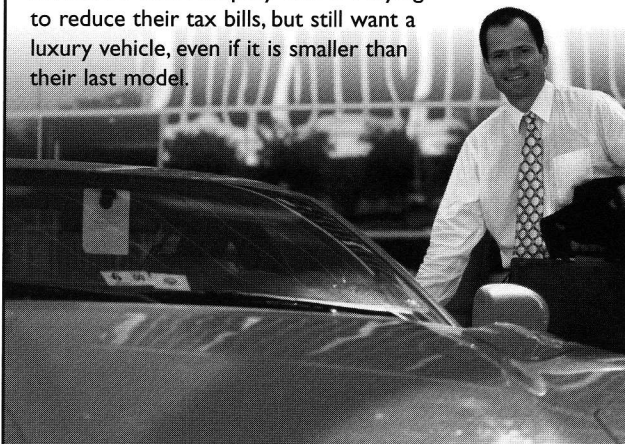
Part 2

Analyse the material below. Prepare to present it and discuss with Student A *why owning a car is important to people.*



Big increase for smaller cars with 'extras'

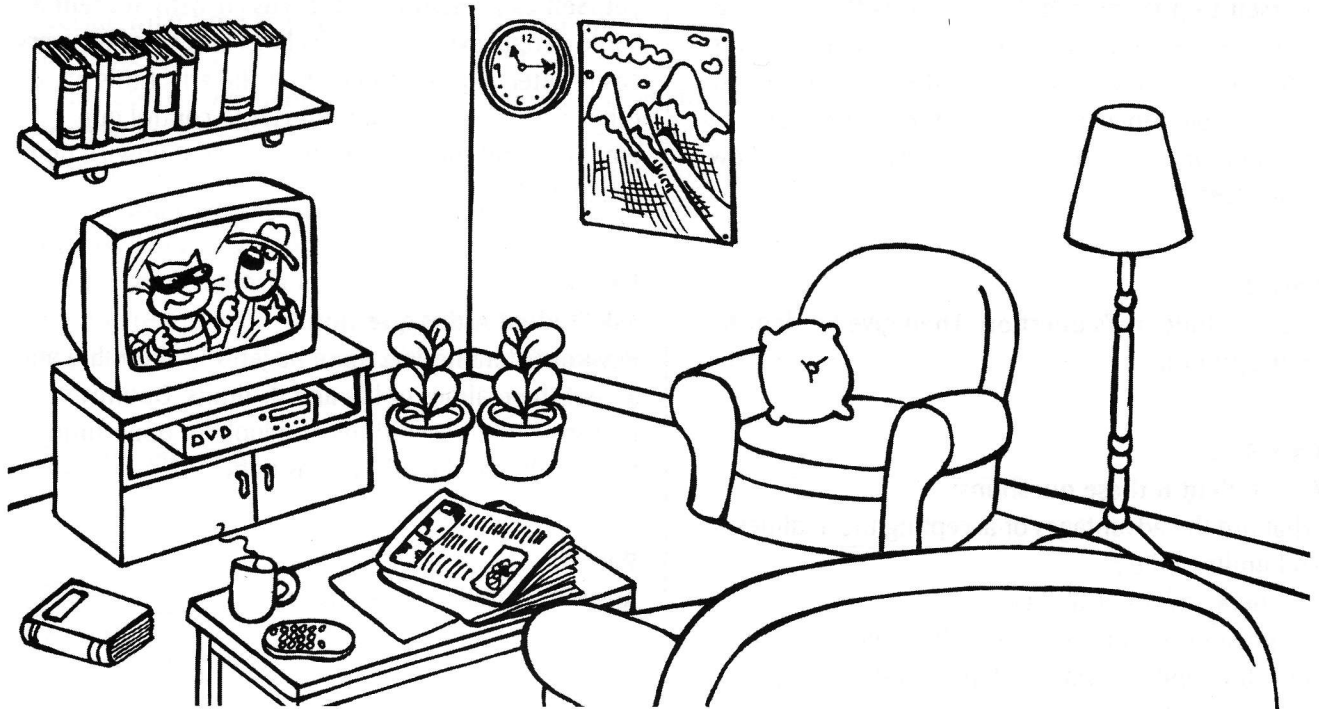
Executives with company cars are trying to reduce their tax bills, but still want a luxury vehicle, even if it is smaller than their last model.



Find the differences

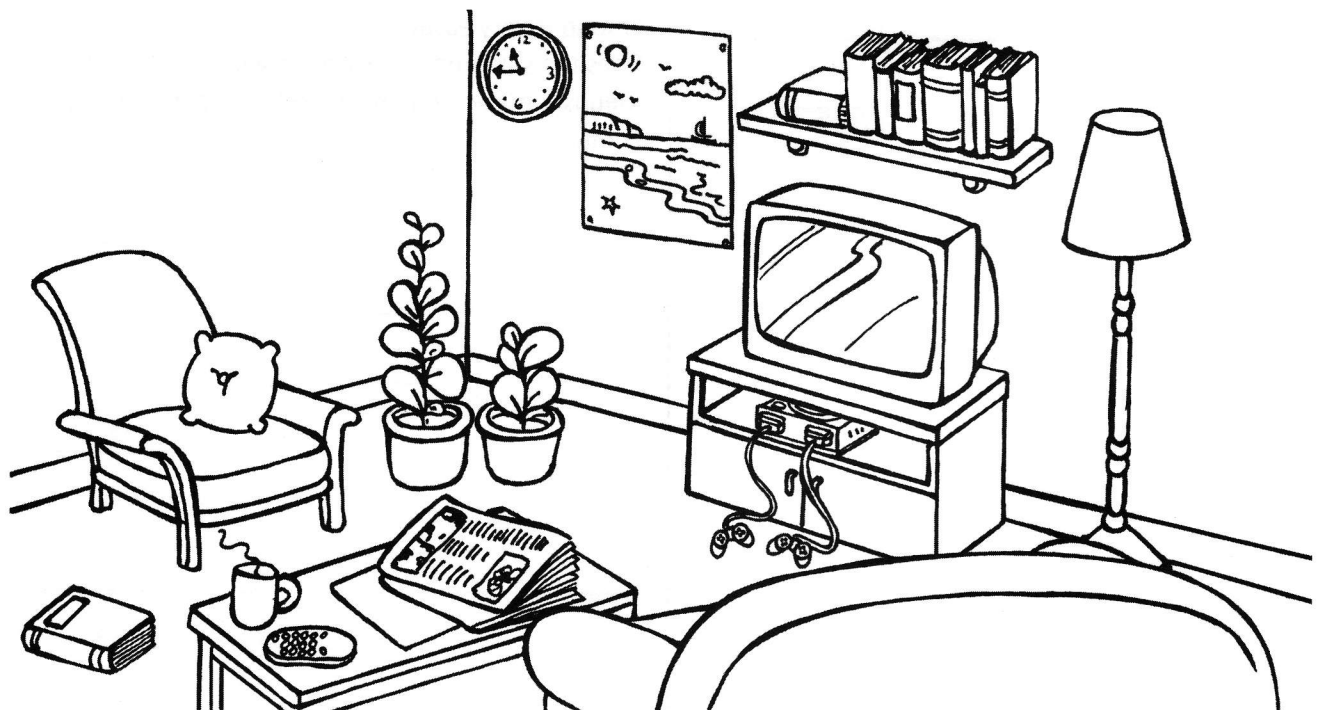
Student A

Describe parts of your picture. Ask and answer questions with Student B to find the nine differences.



Student B

Describe parts of your picture. Ask and answer questions with Student A to find the nine differences.



Emotions**Student A****Part 1**

Familiarise yourself with the topic and prepare yourself to present it and discuss it with Student B.
Some people express their feelings and emotions very easily, often without thought for the effect this has on other people. How important is it to control our emotions and think about the way we influence how others feel?

Part 2

Answer Student B's question. Then give Student B your opinion.

Part 3

Ask Student B these questions:

What are the advantages of accepting the 'realities and limits of life'?

Are there any disadvantages?

Are pessimists more contented than optimists? Why?

How differently do you think pessimists and optimists live their lives?

Part 4

Answer Student B's questions.

Student B**Part 1**

Familiarise yourself with the topic and prepare yourself to present it and discuss it with Student A.
Some people express their feelings and emotions very easily, often without thought for the effect this has on other people. How important is it to control our emotions and think about the way we influence how others feel?

Part 2

Ask Student A this question:

Pessimists tend to feel more negatively about life and accept the realities of life and its limits. Optimists find the best in everything and look for opportunities to enjoy life to the full. Who is right?

Part 3

Answer Student A's questions.

Part 4

Ask Student A these questions.

Why do you think it is important to put other people first?

Do people always feel better when they have said what they think or shown their emotions clearly?

What disadvantages can there be if you show your emotions very easily?

Does the situation – at work, or with family and friends – make a difference to how we express our emotions?

Planning a celebration

- 1 Work in groups of three or four. You are going to plan a celebration for someone in your class. First, choose why you are celebrating: it's their birthday party, name day, they've achieved something special etc.
- 2 What type of celebration is it going to be: party, special dinner, lunch, picnic, trip, etc? Decide what time of year, what day and what time it will start and finish. Where will it take place? Make notes.
- 3 Think about how many people you will invite and whether you will invite family or friends, or both. Will the guests be expected to wear special clothes? Should they bring presents? Write the text for an invitation which will be printed.
- 4 Decide what sort of food you will serve and who will provide it. Write out a menu.
- 5 Discuss whether you want to have any sort of entertainment, for example, music. Make a list of preferences and who you can contact to arrange it.
- 6 Tell the rest of your class about your plans.
- 7 As a class, vote on which group's celebration sounds the most exciting.

Type of celebration:

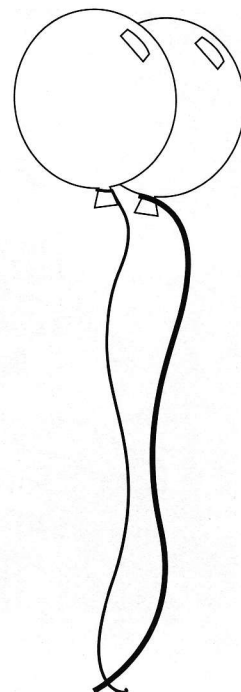
Time:

Date:

Guests:

Menu:

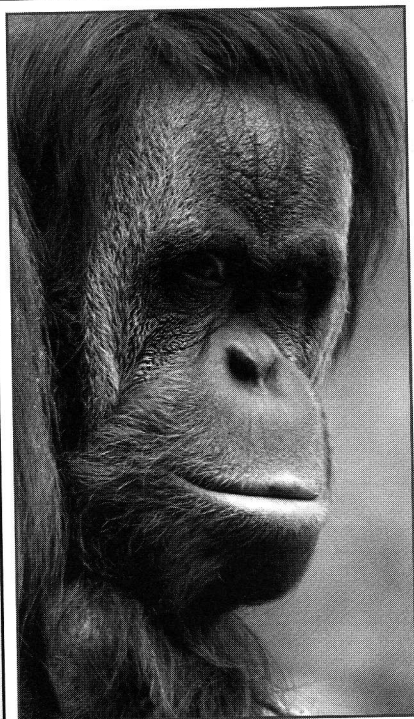
Entertainment:



The orang-utan

Student A

Ask and answer questions with Student B to complete the text about orang-utans.



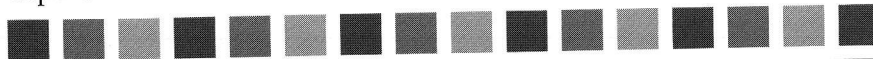
Orang-utans live (where?) _____ in the Indian Ocean. They eat many different kinds of food especially flowers, leaves and bark and they live (where?) _____. In fact their name means 'person of the forest'. It comes from the two Malay words *orang*, meaning (what?) _____ and *hutan*, meaning 'forest'.

Orang-utans can live to be more than (how old?) _____, and in many ways they are very similar to humans. For example, they start to reproduce when they are (how old?) _____ and a pregnancy lasts eight and a half months. The babies are dependent on their mother until _____

they are about (how old?) _____ because they have to learn so much to be able to survive in the rainforest. Consequently, they usually only have one baby (how often?) _____.

The orang-utan is an endangered species. In 1900 there were over 300,000 wild orang-utans, but now there are (how many?) _____

_____ and their numbers are decreasing by about 2,000 every year. The main reason for this massive decrease is that the rainforests where they live are being cleared for wood, plantations and gold mines. If nothing is done to stop this, it will not be long before (what?) _____



Student B

Ask and answer questions with Student A to complete the text about orang-utans.

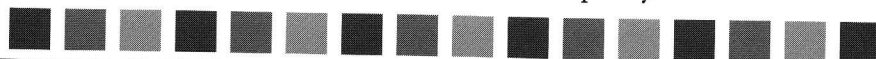
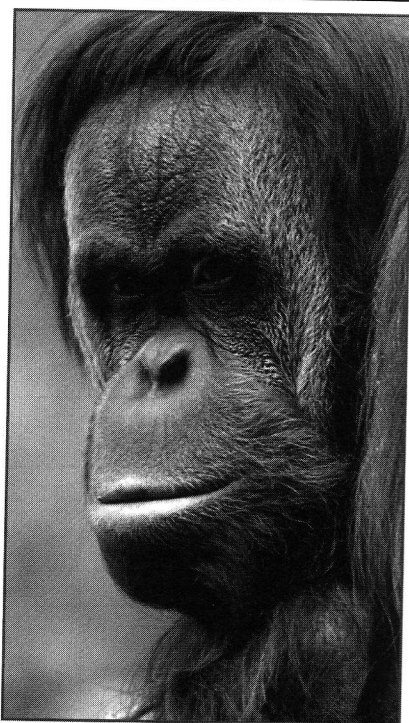
Orang-utans live on the islands of Borneo and Sumatra in the Indian Ocean. They eat many different kinds of food especially (what?) _____ and they live in the tropical rain forest. In fact their name means 'what?' _____. It comes from the two Malay words *orang*, meaning 'people' and *hutan*, meaning (what?) _____.

Orang-utans can live to be more than 45 years old, and in many ways they are very similar to (what?) _____. For example, they start to reproduce when they are about 15 and a pregnancy lasts (how long?) _____. The babies are dependent on (who?) _____

_____ until they are about 7 years old because they have to learn so much (why?) _____.

Consequently, they usually only have one baby every 8 years.

The orang-utan is an endangered species. In 1900 there were (how many?) _____ wild orang-utans, but now there are less than 20,000 and their numbers are decreasing by about 2,000 every year. The main reason for this massive decrease is that the rainforests where they live are being cleared for (what?) _____. If nothing is done to stop this, it will not be long before orang-utans only exist in captivity.

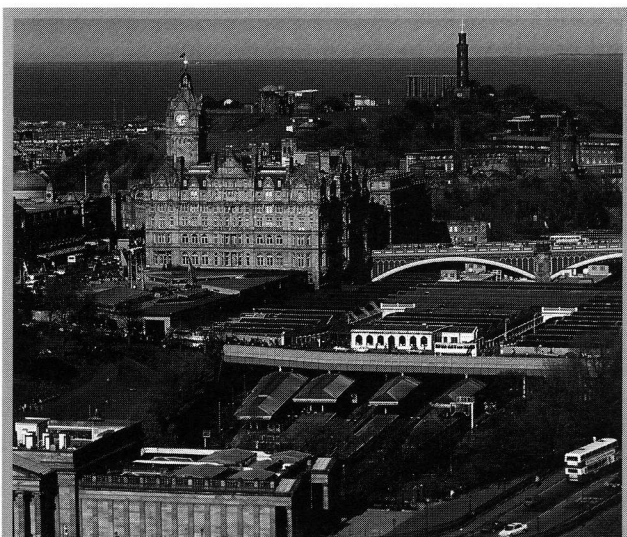


A trip to Scotland

Student A

Work in pairs and plan a trip to Scotland together. Use the information that you each have and discuss the points below to help you reach a conclusion. You are especially interested in culture and history, but have a limited budget. You are free to travel from May to October. You don't drive.

- When to go
- How long to spend there
- Where to go: to one place or travel around
- Where to stay
- What to do while you are there
- What kind of clothes to take
- What other things to take



Edinburgh

Edinburgh is the capital of Scotland, and home of the Scottish Parliament. The castle, which dominates the city, is one of Britain's most popular tourist attractions. The Old Town is the medieval heart of the city with museums, shops, pubs and restaurants.

Best time to visit

July – September is festival time. Edinburgh hosts jazz and blues, international and fringe theatre and book festivals. It also has an annual Military Tattoo. New Year sees the famous Hogmanay celebrations.

Accommodation

From backpackers' hostels at 20 euros to luxury hotels at 250 euros per night, there's something for everyone.

Getting there

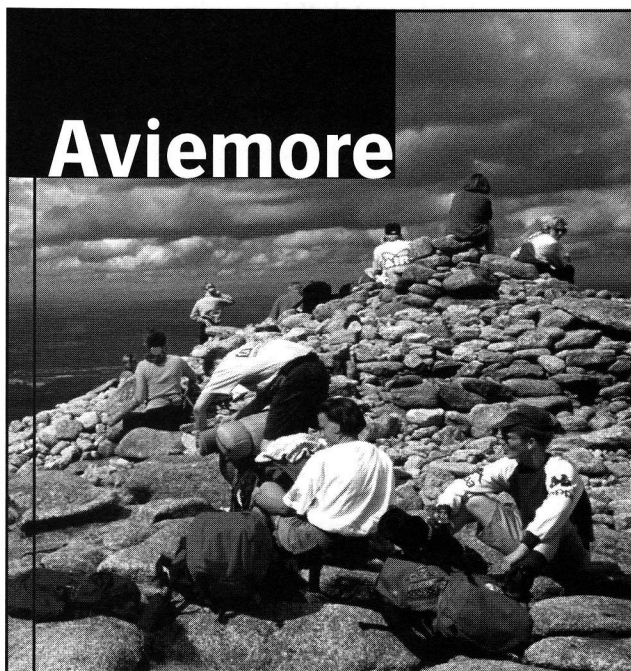
Edinburgh is accessible by road, rail and air from major European cities.

Student B

Work in pairs and plan a trip to Scotland together. Use the information that you each have and discuss the points below to help you with your ideas.

You are interested in an active, outdoor holiday. You don't mind camping but would prefer to stay under a roof. You are on a limited budget but could afford to do some activities. You can drive.

- When to go
- How long to spend there
- Where to go: to one place or travel around
- Where to stay
- What to do while you are there
- What kind of clothes to take
- What other things to take



Aviemore is Scotland's all year round tourist destination. It's an ideal centre for visiting the Cairngorm Mountains.

Best time to visit: All year round.

Summer activities include: walking, water sports, fishing, climbing, abseiling and cycling.

Winter activities include: skiing (Alpine and cross-country), snowboarding and skating.

Accommodation: From camping to luxury hotels with all the facilities (swimming pool, sauna, gym) you could wish for.

Getting there: Aviemore is accessible by road and by direct rail link to London. The nearest airport is Inverness, 40 minutes away.

What to watch

Student A

You share a house with three other students, but you only have one TV. Talk with your housemates and decide what to watch this evening.

- You like to know what's happening in the world and any information available on the television is interesting.
- You also quite like sport and science fiction.
- Make sure everyone watches one of their choices.

Student C

You share a house with three other students, but you only have one TV. Talk with your housemates and decide what to watch this evening.

- You are sport mad! Any kind, at any time, is perfect for you.
- You also like any type of action film.
- Make sure everyone watches one of their choices.

Student B

You share a house with three other students, but you only have one TV. Talk with your housemates and decide what to watch this evening.

- You regard TV as pure entertainment, so anything that is fun and an escape from the real world is good for you.
- You are also quite romantic.
- Make sure everyone watches one of their choices.

Student D

You share a house with three other students, but you only have one TV. Talk with your housemates and decide what to watch this evening.

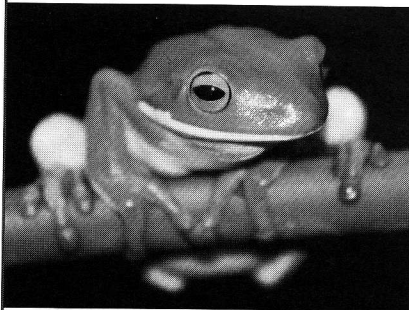
- You like serious programmes in general.
- You are also interested in cars and music.
- Make sure everyone watches one of their choices.

Channel One

6.00 Cartoons. Johnny Badboy and his criminal tendencies.

6.45 Quiz. Who wants to win a billion?

8.00 Nature in Our World. The life of frogs.



9.15 News.

10.00 Film. Attack of the Cyberborgs in 2098.

Channel Two

6.00 This week in Europe. Current Affairs and news programme.

7.00 Sport. European athletics championships from Zurich.

8.40 Film. The Love Potion, starring Lisa Taylor and Rex Simpson.

11.00 Motor Mania. Cars, cars, cars!

Channel Three

6.00 Football. 3rd division match from Norway.

8.00 Much More Music. Pop programme.

9.00 Stars in your eyes. The lives of the rich and famous.

9.45 Film. Killer Police. The bad side of the law.

The value of education

Student A

Part 1

Analyse the material below. Prepare to present it and discuss with Student B the benefits of having a degree.



You're better off with a degree

In 2001, 21–30 year olds with degrees earned 39.8% more than those without a degree.

“According to a survey of major employers the most important skill for graduates to offer is spoken communication. Enthusiasm and good writing skills come next. The ability to solve problems and work in teams are also important.”

Part 2

Ask Student B these questions.

- 1 What kinds of jobs are most popular with graduates?
- 2 Do you think students wait to finish university before looking for a job?
- 3 What would be the benefits of looking for a job while you are still at university?
- 4 What are the benefits of doing more study after a first degree?
- 5 Do you think students should think about what job they want before they begin their courses?

Student B

Part 1

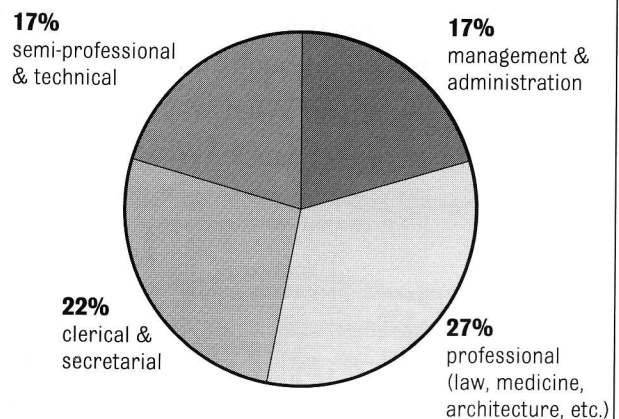
Ask Student A these questions.

- 1 What do you think employers look for in a graduate?
- 2 Which professional jobs attract you most? Why?
- 3 Why do you think graduates have good communication skills?
- 4 Is it a good idea to start work straight after university? Why? Why not?
- 5 Can you think of any other benefits of having a degree?

Part 2

Analyse the material below. Prepare to present it and discuss with Student A areas of work for graduates.

2001 graduates' first employment (where destination known)



(Note: about 20% of graduates continue education and training after their first degree)

Jobs fair

Don't wait until you graduate – talk to future employers at the annual Jobs Fair.

Representatives from UK professions and businesses will answer your questions and provide information on career opportunities.

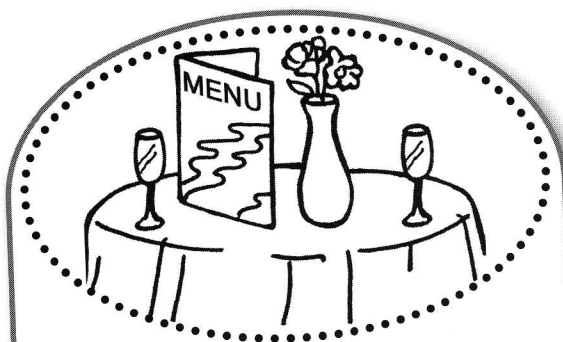
Friday 12th October
10.30–3.30 in the Main Hall,
Science Building

Start a business

Work in small groups and discuss which one of these businesses you would like to start up.

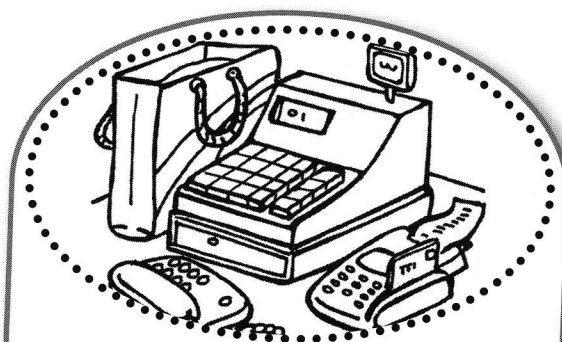
- 1 Decide the answers to the question prompts to help you plan your business.
- 2 Produce an advert for the job and put it on display in the class.
- 3 Choose which of the jobs advertised you would apply for.

Businesses



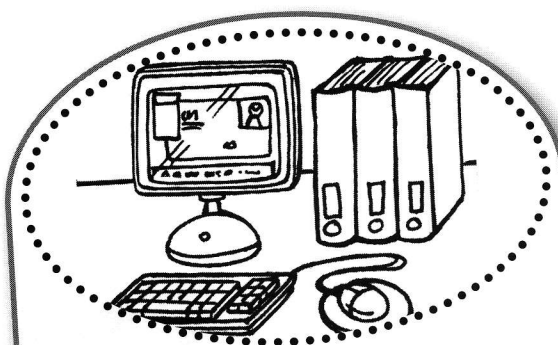
A restaurant

What food? What style? Expensive?
Where? Rented / bought property?
Who works there? What wages? What
type of clientele? Music? What hours?



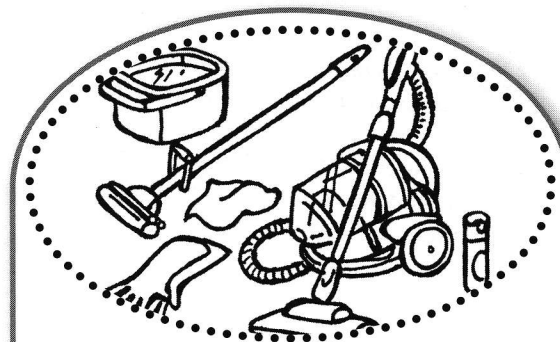
A shop

What do you sell? Where? Rented /
bought property? Who works there?
What wages? What hours?



An Internet website

What service? Where from? Rented /
bought equipment? Who for? What
type of client?



A cleaning company

Clean what? Where? Who are your
clients? Rented / bought equipment?
Who works there? What wages?

Area planning

Team A

A part of your town is going to be redeveloped. The church and a library are to remain. The other buildings are to be redeveloped.

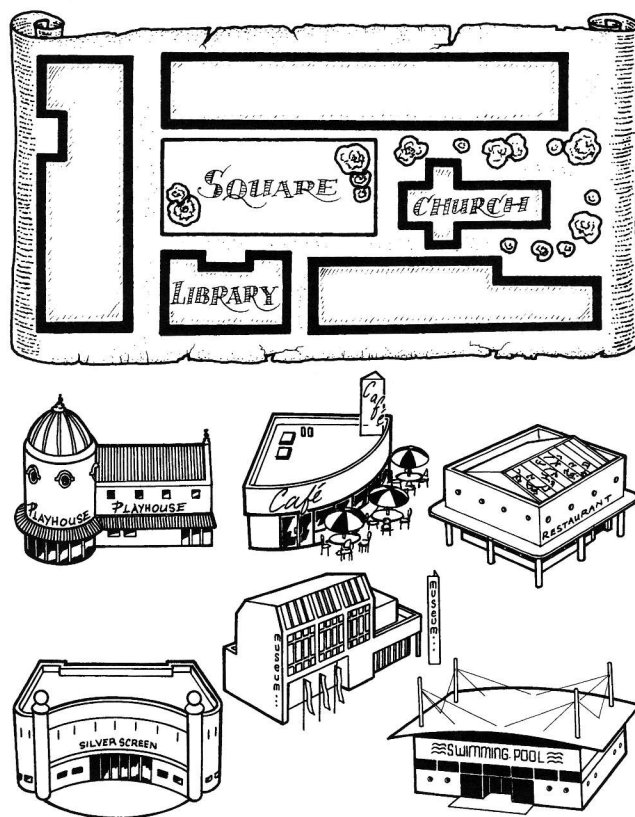
You would like the area to be used for entertainment and leisure. Which of these facilities would you include and where would they be?

- cinema
- theatre
- restaurants
- cafés
- museum
- sports facilities

Decide if you will allow street-sellers, buskers or other street entertainment. Would you provide parking facilities?

Join with Team B and discuss your plans. You must come to an agreement about how the area will be redeveloped.

Picture 1



Team B

A part of your town is going to be redeveloped. The church and a library are to remain. The other buildings are to be redeveloped.

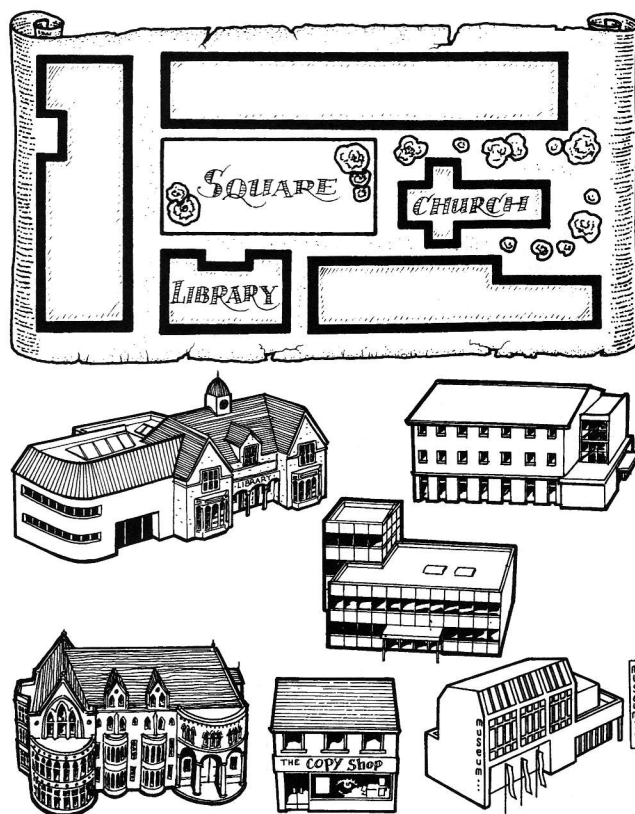
You would like the area to be used for education and learning for the general public. Which of these facilities would you include and where would they be?

- expanded library
- college for adult learning
- communications facilities (email, Internet, fax, printing)
- museum
- business university
- secondary school

Decide if you will provide any food services or car parking? What will the open area in the square be used for?

Join with Team A and discuss your plans. You must come to an agreement about how the area will be redeveloped.

Picture 2



What might have happened?

Student A

Part 1

Look at picture 1. Answer Student B's questions.

Part 2

Look at picture 2. Ask Student B these questions.

- 1 What can you see in the picture?
- 2 What *might have*, *must have* or *can't have* happened?
- 3 Why do people run, swim or cycle long distances?
- 4 Have you ever taken part in a long distance race?
- 5 What was it like? OR Would you like to? Why? Why not?

Student B

Part 1

Look at picture 1. Ask Student A these questions.

- 1 What can you see in the picture?
- 2 What *might have*, *must have* or *can't have* happened?
- 3 How dangerous is driving or cycling where you live?
- 4 How heavily should careless drivers be punished?
- 5 Have you ever lost your temper in a situation like this?

Part 2

Look at picture 2. Answer Student A's questions.

Picture 1



Picture 2



Extreme sports

Student A

You are studying English in the UK and are staying with an English family. You have seen a poster advertising the chance to try abseiling near the town at the weekend. You have always wanted to try abseiling.

- Explain to your host that you are going to go abseiling on Saturday.
- Offer to phone the organisers to find out how safe it is.
- Decide whether to accept what your host says and offers.

You speak first.



Student B

You live in the UK and have a English language student staying with you who wants to go abseiling at the weekend.

- You are very worried about the idea of him / her abseiling, especially how safe it is.
- Explain that you feel responsible for your guest and that you cannot allow him / her to take part.
- Suggest a family outing at the weekend to a big theme park with lots of exciting rides.

Wait for your partner to speak first.



At your service

Student A

Part 1

Look at photo 1. Answer Student B's questions.

Part 2

Look at photo 2. Ask Student B these questions.

- 1 What can you see in the photo?
- 2 Why are services like this in demand?
- 3 What kind of person would enjoy this job?
- 4 What skills do you need to do this job?
- 5 Should people who do this kind of job earn more or less money?
- 6 What services do you use?

Photo 1



Student B

Part 1

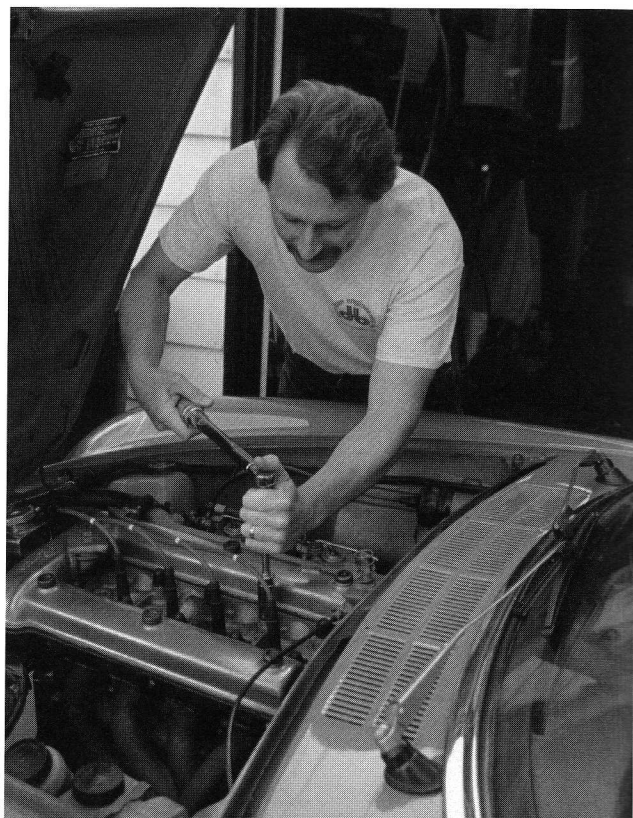
Look at photo 1. Ask Student A these questions.

- 1 What can you see in the photo?
- 2 How popular is this service in your country?
- 3 Could you do any of these things for yourself?
- 4 Would you enjoy this job? Why? Why not?
- 5 How much skill does a job like this need?
- 6 What services do you use?

Part 2

Look at photo 2. Answer Student A's questions.

Photo 2



Survival food

You are planning a 5-day journey north of the Arctic Circle on foot and have to decide what to take with you. You can take as many things as you want but, because of sleeping bags, tents, etc, you can only take 5 kilos of food and drink in your rucksack. Make notes to compare with other groups.

Think about the sort of food you need in a cold climate and when doing lots of exercise.



Compare your list with another group. Explain your decisions.

Charities and organisations

Student A**Part 1**

Familiarise yourself with the topic and prepare to present it and discuss it with Student B.

Charities should not be necessary. Governments should pay for good causes through taxes. To what extent do you agree with this?

Part 2

Answer Student B's questions on the topic in Part 1.

Part 3

Ask Student B this question:

Groups such as Amnesty International should not attempt to interfere in a country's system of justice. To what extent do you agree with this?

If Student B agrees with the statement, ask:

- How else can we make a country give its citizens freedom of speech?
- Do you think that there are other rights that are more important than political freedoms?
- Should international laws take priority over national laws?

If Student B disagrees with the statement, ask:

- What real effect can these groups hope to have?
- What if drawing attention to some victims means that they are made to suffer even more?
- How do you decide which people being treated unfairly get these groups' attention?

Student B**Part 1**

Familiarise yourself with the topic and prepare to present it and discuss it with Student A.

Groups such as Amnesty International should not attempt to interfere in a country's system of justice. To what extent do you agree with this?

Part 2

Ask Student A this question:

Charities should not be necessary. Governments should pay for good causes through taxes. To what extent do you agree with this?

If Student A agrees with the statement, ask:

- Will people vote for political parties who set very high taxes?
- Are lotteries and similar games a good way of raising money? Why?
- Which charity activities deserve more money in your opinion?

If Student A disagrees with the statement, ask:

- How can separate charities ensure that money goes to people who need it?
- To what extent do people get bored of charity giving?
- What are the best ways for charities to raise money?

Part 3

Answer Student A's questions on the topic in Part 1.

Mental abilities

Work in pairs to test your mental abilities. There are various tasks to test your memory. Each item you remember correctly gets one mark. Your partner should keep count and evaluate your performance as:

excellent (80% plus),
very good (70% plus),
good (60% plus),
not bad (50% plus),
poor (less than 50%).

- 1 Look at the picture together for a minute. Then turn the paper over and list the things in the picture. When you are ready, read your list to your partner.

- 2 **Student A**

Tell your partner in as much detail as you can what you did last night. Make a note of the things you listed and how many there are. Include things like what time you brushed your teeth, what you watched on TV, etc.

Student B

When Student A has finished, you must recount as much of what he / she said as possible.

Then change roles. How much of what you said could your partner remember?

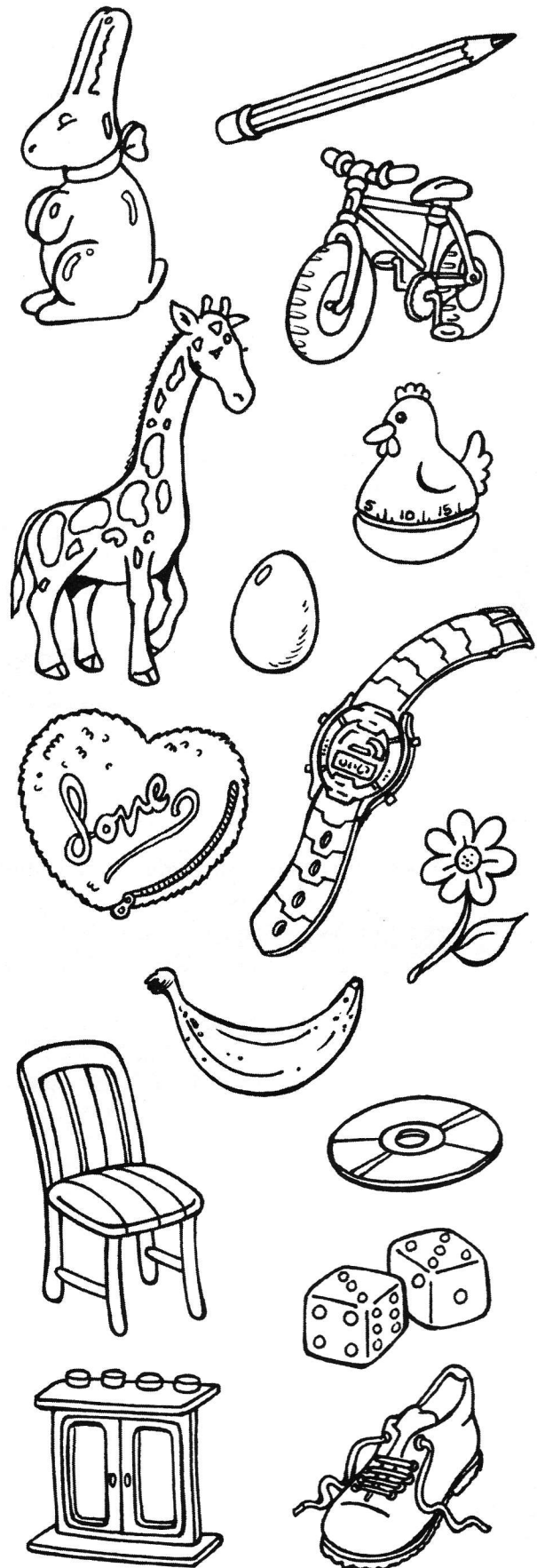
- 3 **Student B**

Write down the ten numbers from 1 to 10 but in a random order. Say them to your partner slowly, then repeat.

Student A

Try to repeat the numbers in the correct order. Then change roles.

- 4 Look at the scores for the three different tests. What can your partner remember best: pictures or the spoken word; numbers or events?



A scientific discovery

Student A

Ask and answer questions with Student B to complete the text about a scientific discovery.

DNA is the (what?) _____ that contains all the information necessary to make a particular organism, whether it is a plant, an animal or a human. The structure of this complex molecule was a mystery until 1953, when four scientists, Rosalind Franklin, James Watson, Francis Crick and Maurice Wilkins made an enormous breakthrough. They worked out its structure, which can be described as (what?) _____ twisted around each other.

One of them, (who?) _____, had a university degree in Chemistry (the others had backgrounds in physics and zoology) but

this did not stop the four from making the most important biological discovery of the 20th century and (how many?) _____ of them won the Nobel Prize for medicine in 1962 (Rosalind Franklin had died (when?) _____).

Their breakthrough has allowed for a huge leap forward in modern medicine. Now people can be screened for certain illnesses such as (what sort?) _____. This means that they can take action to prevent illness and in future will be able to take tailor-made (what?) _____ to treat their conditions.

Student B

Ask and answer questions with Student A to complete the text about a scientific discovery.

DNA is the molecule that contains all the information necessary to make a particular organism, whether it is a plant, an animal or a human. The structure of this complex molecule was a mystery until (when?) _____, when four scientists, Rosalind Franklin, James Watson, Francis Crick and Maurice Wilkins made an enormous breakthrough. They worked out its (what?) _____, which can be described as two chains twisted around each other.

One of them, Rosalind Franklin, had a university degree in (what?) _____ (the others had

backgrounds in (what?) _____, and zoology) but this did not stop the four from making the most important biological discovery of the 20th century and three of them won the (what?) _____ in 1962 (Rosalind Franklin had died in 1958).

Their breakthrough has allowed for a huge leap forward in modern medicine. Now people can be screened for certain (what?) _____ such as heart disease and cancer. This means that they can take action to (what?) _____ and in future will be able to take tailor-made drugs to treat their conditions.

Work-life balance

Student A

Part 1

Analyse the material below. Prepare to present it and discuss with Student B what work-life balance is.

Work-life balance

Benefits to the employer

- > a more motivated workforce in a less stressful situation
- > less sickness

Benefits to the employee

- > better relationships with management
- > more control over their working lives

New ways to work

- * Flexi-time: staff can choose their start and finish times.
- * Part-time work options
- * Job sharing
- * Option to work from home sometimes

Part 2

Ask Student B these questions.

- 1 Why do you think people work long hours?
- 2 What effects does working long hours have on our lives away from work?
- 3 Do you think workers have a right to work flexibly to suit their situation at home? Why?
- 4 How might overwork affect people's health?
- 5 Why do you think relationships are damaged by overworking?

Student B

Part 1

Ask Student A these questions.

- 1 What do you understand by work-life balance?
- 2 Why is it necessary to think about work-life balance?
- 3 What are the advantages of changing ways of working – for the employer and the employee?
- 4 What problems or difficulties might changing ways of working introduce?
- 5 Do you think employers have a responsibility to respect their workers' lives at home? Why?

Part 2

Analyse the material below. Prepare to present it and discuss with Student A the effects of working long hours.

What the partners of long-hours workers said:

- 30% said their relationship suffers.
- 70% said they were too tired to hold a conversation.
- 43% have had enough of doing most of the household tasks.

What the long-hours workers said:

- 56% said they had illnesses due to overwork.
- 40% said that they had had arguments with their partner as a result of working long hours.
- 40% said that they feel guilty about not doing enough at home.

If you work more than 48 hours per week, you might be working too hard.

Tourism – good or bad?

Student A

Part 1

Look at photo 1. Answer Student B's questions.

Part 2

Look at photo 2. Ask Student B these questions.

- 1 What can you see in the photo?
- 2 How do holidays like this one damage the environment?
- 3 What attracts people to holiday destinations like this one?
- 4 Are there any examples of holiday resorts like this in your country?
- 5 Which is more important – for countries to gain income from tourism or to protect the environment?
- 6 Should there be restrictions on tourists visiting certain parts of the world?

Student B

Part 1

Look at photo 1. Ask Student A these questions.

- 1 What can you see in the photo?
- 2 How could holidays like this one help the environment?
- 3 What do you understand by 'green' or 'eco' tourism?
- 4 Are there any examples of people watching animals like this in your country?
- 5 Which animals would you like to see in the wild?
- 6 What kinds of holidays do you enjoy?

Part 2

Look at photo 2. Answer Student A's questions.

Photo 1

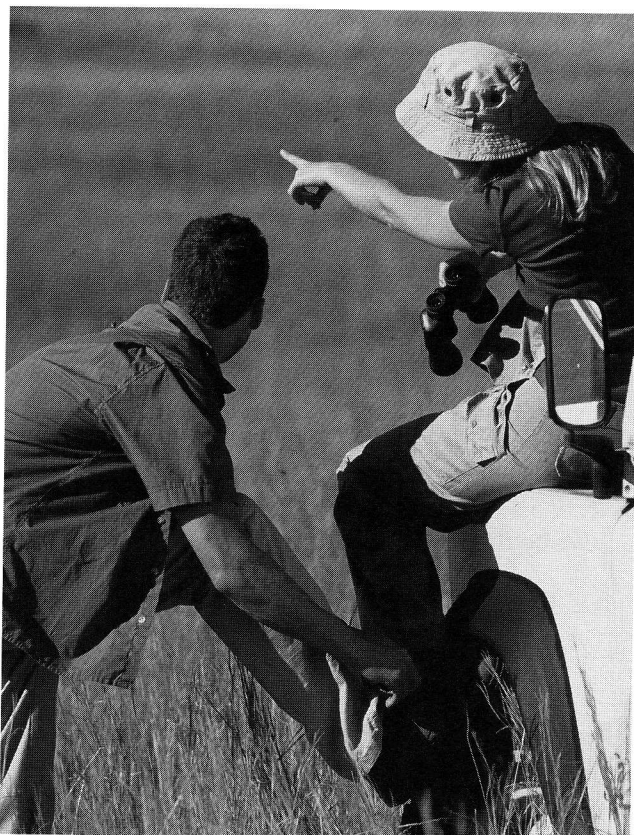


Photo 2



Teacher's notes

Photocopiable activities

General note

The activity notes are ordered according to the Student's Book units. The activities can be used after the Student's Book page indicated for each one, but this is flexible. There are one or two activities per unit, classified according to topics, e.g. Home, School etc.

Page 92 Unit 1

Topic: Shopping and services

You are what you drive

Time: 15 to 20 mins

Student's Book page 6

- Put students into pairs.
- Give As and Bs their part of the worksheet.
- Ask students to read the instructions and study the information.
- When they are ready, tell them to take it in turns to ask and answer the questions.

Page 93 Unit 1

Topic: Home

Find the differences

Time: 10 to 15 mins

Student's Book page 10

- Put students into pairs.
- Give As and Bs their part of the worksheet.
- Explain that by describing their picture and asking and answering questions, they should try to find nine differences.
- Tell students the first difference as an example: *the TV and DVD player are on the left in picture A but on the right in picture B* (this only counts as one difference).
- When they have finished, ask the class to tell you the differences.

Page 94 Unit 2

Topic: People

Emotions

Time 10 to 15 mins

Student's Book page 16

- Put students into pairs.
- Give As and Bs their part of the worksheet.
- Ask students to read the instructions and study the information.
- Give students time to prepare to talk about the topic. Ensure everyone understood the topic.
- Students take it in turns to present their topic.
- The student playing the examiner's role (Student A part 3, Student B part 2) should listen carefully and ask questions about what their partner says. The prompts will give some ideas.

Page 95 Unit 2

Topic: Family and social life

Planning a celebration

Time 15 to 20 mins

Student's Book page 22

- Put students into small groups.
- Give each group a copy of the worksheet and ask them to decide what and how they want to celebrate. Alternatively you could assign a celebration to each group.
- Tell students to discuss the details of their plans using the information on the worksheet.
- When they have finished, one student from each group presents their ideas.
- After all the groups have described their celebrations, take a vote on which is the most attractive alternative.

Page 96 Unit 3

Topic: Nature

The orang-utan

Time: 20 to 25 mins

Student's Book page 30

- Put students into pairs.
- Give As and Bs their part of the worksheet.
- Tell students to read the text all the way through.
- Explain that students must ask and answer questions with their partner to find the missing information. If necessary elicit and answer the first question for Student A and the first for Student B as an open class activity.
- Monitor to check that the students are forming the questions correctly.

Optional activities: When they have finished, ask students to read the completed text out loud, one sentence per student.

Page 97 Unit 3

Topic: Travel and tourism

A trip to Scotland

Time 10 to 15 mins

Student's Book page 36

- Put students into pairs.
- Give As and Bs their copy of the worksheet.
- Ask students to read the instructions and study the information

- When they are ready, tell students to discuss and plan the trip to Scotland. Point out that they have different information from their partner and that they should try to persuade him / her to choose their type of holiday or at least to compromise.

Optional activity: Ask pairs to summarise their trip for the rest of the class and encourage comparison and comment.

Page 98 Unit 4

Topic: Family and social life

What to watch

Time 15 to 20 mins

Student's Book page 42

- Put students into groups of four.
- Give As, Bs, Cs and Ds their part of the worksheet and a copy each of the television guide.
- Ask students to read the instructions and study the information. Give them time to prepare their role.
- When they are ready, tell students to discuss what to watch on the television this evening. Encourage them to find a compromise that they are all happy with.
- When they have decided, ask them to tell the class what they chose and why.

Page 99 Unit 4

Topic: Work

The value of education

Time 15 to 20 mins

Student's Book page 53

- Put students into pairs.
- Give As and Bs their part of the worksheet.
- Ask students to read the instructions and study the information.
- When they are ready, tell students to take it in turns to ask and answer the questions.

Page 100 Unit 5

Topic: Work

Start a business

Time: 15 to 20 mins

Student's Book page 58

- Put students into small groups.
- Give each group a copy of the worksheet and ask them to discuss which business to set up.
- Remind students that money is important (maybe even give them a financial limit to spend).
- When they have planned their business, ask one student from each group to present their ideas. Encourage them to use the past tenses for this.

Optional activity: you could assign different groups a business each if you have limited time to do the activity.

Page 101 Unit 5

Topic: State and society

Area planning

Time: 20 to 30 mins

Student's Book page 67

- Put students into small groups. Tell the groups whether they are As or Bs. Make sure you have an equal number of A teams and B teams.
- Give As and Bs their part of the worksheet.
- Ask teams to read the instructions and study the information.
- When they are ready, give them 15 minutes to make their decision.
- Put the A and B teams into new groups of mixed As and Bs for them to explain their plans to each other. There should be one student from each of the original groups in the new groups. Give them 10 minutes for the discussion and agreement.
- Provide each group with a clean map for them to sketch out their decision. During the group discussion, if students are having difficulty finding solutions, encourage them to think very broadly about how buildings can be used for different functions at different times of the day.

Optional activity: You could follow up with groups presenting their plans to the class.

Page 102 Unit 6

Topic: Travel and tourism

What might have happened?

Time: 10 to 15 mins

Student's book pages 70–71

- Put students into pairs.
- Give As and Bs their part of the worksheet and a copy of the pictures.
- Ask students to read the instructions and look at the pictures.
- When they are ready, tell Bs to begin by asking their questions, which As must answer.
- When they have finished, As ask their questions.

Page 103 Unit 7

Topic: Sport

Extreme sports

Time: 10 to 15 mins

Student's Book page 82

- Put students into pairs.
- Give As and Bs their part of the worksheet.
- Ask students to read the instructions.
- When they are ready, Student A starts the role play.

Page 104 Unit 7

Topic: Shopping and services

At your service

Time 10 to 15 mins

Student's Book page 85

- Put students into pairs.
- Give As and Bs their part of the worksheet and a copy of both photographs.
- Ask students to read the instructions and study the information.
- When they are ready, tell Bs to begin by asking their questions, which As must answer.
- When they have finished, As ask their questions.

Optional activity: Carry out a class survey to find out which services are most frequently used.

Page 105 Unit 8

Topic: Food and drink

Survival food

Time: 15 to 20 mins

Student's Book page 98

- Put students into small groups.
- Give each group a copy of the worksheet.
- Ask students to read the instructions and study the picture.
- When they are ready, tell them to discuss which foods to take on the journey. Make sure they keep to the limits given.

Optional activity: Join small groups together and ask them to discuss their choices and come up with a definitive list.

Page 106 Unit 8

Topic: State and society

Charities and organisations

Time: 10 to 15 mins

Student's Book page 99

- Put students into pairs.
- Give As and Bs their part of the worksheet.
- Ask students to read the instructions and study the information.
- Give students time to prepare to talk about the topic. Ensure everyone understands the topic.
- Students take it in turns to present their topic. Tell the student playing the examiner's role (Student A Part 3, Student B Part 2) to listen carefully and ask questions about what their partner says. The prompts will give students some ideas.

Page 107 Unit 9

Topic: Science and technology

A scientific discovery

Time: 15 to 20 mins

Student's Book page 114

- Put students into pairs.
- Give As and Bs their part of the worksheet.
- Tell students to read the text all the way through.
- Students must ask and answer questions with their partner to find the missing information. If necessary, elicit and answer the first question for Student A and the first for Student B as an open class activity.
- Monitor to check that the students are forming the questions correctly.

Page 108 Unit 9

Topic: Health

Mental abilities

Time: 15 to 20 mins

Student's Book page 112

- Put students into pairs.
- Give each pair a copy of the worksheet.
- Tell them they are going to test their mental abilities.
- Ask students to read the instructions and answer all the questions. Make sure they decide who is A and who is B.

Page 109 Unit 10

Topic: Work

Work-life balance

Time: 15 to 20 mins

Student's Book page 124

- Put students into pairs.
- Give As and Bs their part of the worksheet.
- Ask students to read the instructions and study the information.
- When they are ready, tell students to take it in turns to ask and answer the questions.

Page 110 Unit 10

Topic: Travel and tourism

Tourism – good or bad?

Time 15 mins

Student's Book page 126

- Put students into pairs.
- Give As and Bs their part of the worksheet and a copy of both photographs.
- Ask students to read the instructions and study the information.
- When they are ready, tell Bs to begin by asking their questions, which As must answer.
- When they have finished, As ask their questions.

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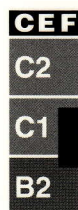
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